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ABSTRACT

This guide provides a practical tool for organizing locally-based citizen education programs with information on obtaining helpful resources and tips on making national security issues relevant to the public. The purpose is the make the global have more local application and encourage public discourse on global issues. The volume contains seven chapters: (1) "Getting Started"; (2) "Framing the Issues"; (3) "Choosing a Format"; (4) "Raising Funds"; (5) "Media Component"; (6) "Reaching Out"; and (7) "Evaluating the Project." Appendices provide supplementary information on organizations and resources that can help. (EH)

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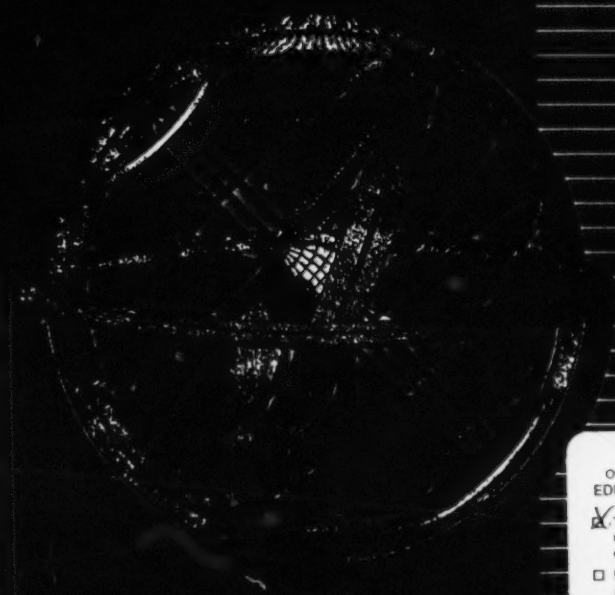
The League of Women Voters Education Fund

A Citizen's Guide

To Community Education On Global Issues

Thinking Globally . . . *Acting Locally*



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The League of Women Voters Education Fund

A Citizen's Guide

To Community Education On Global Issues

Thinking Globally . . .
Acting Locally

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Foreword

Global issues are in the news everyday. But for many people, they remain remote, complex and often irrelevant. In the late 20th century we can't afford, however, to ignore a world that is rapidly changing before our eyes. Many of those changes will greatly alter the world as we have known it, so it is in our interest to attempt to understand changes that occur in the world and adapt our perceptions and national policies accordingly.

Already, changing world conditions have resulted in an international system dramatically different from the post-World War II system that shaped current U.S. foreign policies. Since 1945, when American power was at its height, political, economic and strategic changes have combined to create a world in which the United States, while still a superpower, is not the dominant force it once was.

Among the key changes in the *political* landscape is the emergence of a multipolar international system in place of the bipolar, U.S.-Soviet dominated world that existed in the decades following World War II. Western Europe and Japan have fully recovered from the devastation of the war, and developing countries have increasingly demanded and won shares of political and economic power and decision making.

More recently, a variety of factors has reshaped the *strategic* environment. U.S. and Soviet leaders have acknowledged that continued high levels of defense spending are economically unworkable, and both have shown interest in significant arms control as a means of reducing weapons competition and freeing funds for other purposes. In addition, basic challenges to the postwar policy of nuclear deterrence have emerged, evidenced by U.S. plans for missile defense and proposals for substantial reductions in strategic nuclear weapons. Finally, many policy makers have shifted their attention from Western Europe to the third world, as the most likely location of any future superpower military conflict.

The 1980s have brought belated acknowledgement of major changes that have transformed the *economic* landscape. The United States' edge has eroded in industrial production of traditional manufactures such as iron, steel and textiles, in technological competition in robotics, aerospace technology and computers, and in agriculture. Moreover, the nation's financial condition is troubled by the results of the federal economic policies of the early 1980s. Despite low inflation and relatively low unemployment, staggering trade deficits, record-level national budget deficits and a transformation from the world's largest creditor to the world's largest debtor nation in the space of a few years paint a worrisome economic future.

As a result of these developments, we are gradually beginning to change the way we think about U.S. national security. Increasingly, U.S. security is being defined in *global* rather than purely national terms. Americans are coming to see that U.S. security—whether measured in military, political or economic terms—cannot be achieved in isolation from the rest of the world. The interdependence of nations has become a fact of life of the late twentieth century.

It is the belief of the League of Women Voters Education Fund that global issues are not beyond the reach or the comprehension of the average citizen. This guide has been written to help citizen organizations undertake the task of educating the public on such global issues and making them aware of the choices that are available to the United States. The guide has been designed for use by existing groups that are new to citizen education or global issues, as well as those with considerable experience in the field. It may be used by student groups, labor unions, community organizations, citizen's groups, etc., as well as by organizations that focus solely on national security.

Throughout the guide, we use the term "global issues" to include a variety of what have traditionally been referred to as "international," "foreign policy" or "national security" issues. We believe that "global issues" reflects the concepts of economic and political interdependence and the common security of all nations. Global issues, therefore, should be understood to include U.S. arms control and military policy, U.S. relations with other nations, foreign aid, trade and debt issues, environmental concerns, among many others.

Introduction

Democracy works best when citizens have a basic understanding of the issues involved in an election campaign and take an active part in the debates surrounding policy decisions. Too often citizens shy away from participation in national security issues either because they feel that the issues are too complex, that they are being forced into a particular stand or that matters of national security do not touch their lives. But it doesn't have to be this way.

The impact of national security issues on people's lives can be demonstrated readily. A sampling of individual or community contacts with global issues might include the tradeoffs made between the U.S. defense budget and domestic programs such as education, housing and health care; the impact of trade relationships on U.S. jobs and the availability of consumer goods; the reliance of the U.S. banking industry on the ability of debtor nations to repay their debts; and of course, the pervasive effects of war, particularly nuclear war, on the entire society.

The League of Women Voters Education Fund (LWVEF) has a long and successful history of educating citizens and encouraging participation in the public policy process. The LWVEF has drawn on its experience to produce this guide, which provides the tools, resources and ideas you will need to tackle one of the greatest challenges faced by citizens' groups—breaking through the barriers of public indifference and intimidation on global issues.

Citizen education on national security issues has three goals.

1) To help people develop a fuller awareness and understanding of their community's and their nation's place in the world.

2) To create opportunities for citizens to work together on national security concerns.

3) To channel local responses to national security issues.

These goals can be met when groups engaged in citizen education effectively demonstrate that the issues are not "for experts only" and when the issues are presented in ways that allow people to make informed decisions on their own.

In recent years many organizations have been seeking new methods of citizen education designed to incorporate these tactics and reach new and diverse audiences. A sampling of new approaches includes the following.

- Cultural exchanges, both official and private.
- Citizen fact-finding tours to foreign countries or visits from individuals who live and work abroad.
- Public mobilization to supply emergency aid to war-torn or famine-striken areas.
- Protection, through support for human rights organizations, for individuals whose lives and well-being are threatened.
- The design of model nuclear arms control agreements.
- Community studies on the local impact of defense spending.
- Role-playing games that encourage citizens to resolve national security dilemmas.

"But," you might say, "these kinds of projects take resources, planning and organization. I don't know where to start." Well, you have started by picking up this guide. It is intended both for those with lots of experience in citizen education and for those who have never organized a project or run a meeting. In this guide you will find the following.

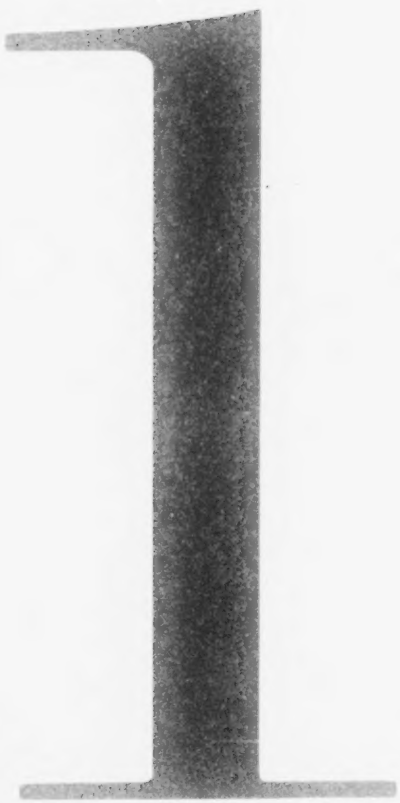
- Practical, step-by-step advice on conducting locally based citizen education programs.
- Information on how to obtain helpful resources, whether you live in a large city or a rural community.
- Tips on making national security issues relevant and exciting to the public.

National organizations, community or civic organizations, schools, religious organizations or small groups of interested citizens will find this guide a valuable tool to be relied on from start to finish of a citizen education project.

While this guide is not comprehensive, it is designed to stimulate your thinking and provide information on where to go for what you need. We hope that it will convince you of the value of citizen education and demonstrate that the benefits of an informed citizenry are well worth the effort.

Getting Started

- *Goal Setting*
- *Choosing A Project*
- *Getting Organized*
- *Consider Cosponsorship*
- *Setting Up A Budget*
- *Project Follow-Up*
- *Every Project Is Different*



Getting Started

Goal-Setting

A successful citizen education effort requires careful, thorough planning, beginning with a review of your short- and long-term goals. Beginning your project with a clear set of goals provides the framework for planning, gives unifying direction to those working together on the project and helps you determine the success of your efforts.

Goals should be realistic and measurable. Although you may dream of transforming all citizens into global thinkers, that is not a goal that you are likely to accomplish. However, a goal that states a specific intention and allows you to measure the results of your activities will be a valuable tool. Examples of measurable goals may be: to place national security curricula in the high schools in your area; to provide training on national security issues for a cadre of 100 citizens outside of your organization; or to introduce at least 300 people unfamiliar with the challenges of U.S. relations with Central America to those issues so that they might become more knowledgeable voters.

It is important to discuss goals among your group—don't assume that everyone envisions the same objectives. Hold a meeting, or a series of meetings, devoted to goal-setting where differing views are expressed and debated. You should try to attract as large a group as possible to this meeting to ensure a wide range of ideas.

Begin by asking the group to voice a range of goals to be considered. Write all suggestions on flip-chart paper and tape to the walls so that everyone can see all the options clearly. Allow people to be creative and encourage participation by the entire group by not commenting on or criticizing the individual goals at this point.

Next, divide your list goals into short and long-term goals, but be sure to agree on a definition of these terms first. Short-term goals may be those you hope to accomplish in six months, nine months or a year. Long-term goals may be those you hope to accomplish in a year, three years, five years or longer. Next, decide on a set of criteria for the group to use in judging whether each goal is realistic and viable. Such criteria may include: is the goal measurable—how will we know if we have succeeded or failed; do we have access to the resources necessary to undertake this goal—time, volunteers, money, expertise; will success at meeting the goal give our group visi-

bility within the community. Devise criteria that apply to your particular situation.

Using the criteria you have developed, examine each long-term goal to determine if it is appropriate for your group. The number of long-term goals you adopt depends on how many the group feels it can tackle in a specified time period. The number of goals that can be realized in any given period depends on the group's resources, commitment and experience. (Your organization may already have a number of long-term goals that are regularly revised and updated. If so, you may want to simply review and update what is already in place.)

Repeat this exercise, this time choosing short-term goals that are consistent with the long-term goals already chosen. For example, if one of your long-term goals is to place national security curricula in the high schools in your area, a related short-term goal might be to gain the approval for this plan of at least 75 percent of the social studies teachers and school board officials in the area.

Once the group has agreed upon appropriate long- and short-term goals, planning how to implement your goals should be assigned to individuals or committees who will explore project possibilities. If no one is available to take on this task, it may be necessary to rethink your goals to accomodate actual people power. Never set goals for your organization in a vacuum.

There are many methods for goal-setting; the method you choose depends on your individual organization or group. For other suggestions on developing a goal-setting procedure, consult *Lives Matter: A Handbook for Christian Organizing* by Kimberley Bobo, 1986, Sheed and Ward Press (a useful tool for *all* types of organizing) or *The Rich Get Richer and the Poor Write Proposals* by Nancy Mitiguy, 1978, University of Massachusetts.

Choosing a Project

Next, consider the most effective means to accomplish your goals. Your choice will depend on resources (time, money, talent, technical capabilities, number of people), what you hope to achieve, the audience you are attempting to reach and the issues on which you are focusing. You may consider several project options and then determine which ones will most likely achieve your intended goal, given your resources.

Before deciding on a project, talk to members of similar organizations in your area about recent citizen education events that they may have sponsored. Were they successful and why? Who was their audience? What was the focus? You will not want to duplicate these events, but the experiences of others will give you some clues on how to create your own project.

The type of project you choose also will be shaped by the particular issue on which you want to focus. The issue that you choose may be broad or narrow (e.g., Military Spending, The Costs of the Strategic Defense Initiative (SDI), or What The Current Military Budget Means for Kansas) but it should have real meaning for the community and should be timely. For example, if your community is debating the merits of becoming a nuclear-free zone, the time is ripe for your organ-

Transforming Goals into a Citizen Education Project . . . *An Example*

Your group has selected a short-term goal of gaining the approval of 75 percent of the social studies teachers and school board officials in your area for a national security curriculum. Your group agrees that the most effective way to gain the approval of school personnel is to 1) introduce them to selected national security issues, 2) demonstrate the importance of these issues, 3) encourage them to discuss any hesitations with teachers who already have developed national security curricula, students who find it valuable and legislators who advocate the need for greater citizen awareness of national security. You decide that you have access to resources that will allow your group to host a conference for such an audience on "The Citizen's Role in National Security."

ization to hold a citizen education event on this issue.

If you are unsure of which global issues would be appropriate for your community, conduct a community survey (see box for sample), identify local experts on global issues and conduct interviews with community leaders, newspaper editors, local college professors and ordinary citizens. Ask them what issues concern them most and why. Be alert to the connections they make between these issues and the community and what they think would be effective ways to educate the public.

The Chamber of Commerce collects information on the ethnic makeup, educational background, income level and age distribution of your community. Knowledge of these demographics will be useful in planning which issues to work with and how to present them.

Your group may decide that an issue not already being debated widely in the community is one that would generate interest if given the proper forum. You will need to be creative in promoting such a project. Select an audience that has the most natural connection to your chosen issue and make sure to demonstrate why it is important to them. Use that as a starting point for further development of the issue.

For instance, your group may feel that public education on foreign aid issues is important, but there is little active interest in the community. There is, however, a large and organized farming interest in the community that could be attracted by a project that focuses on agriculture purchases by the government for foreign aid programs. Using that theme, many other related foreign aid issues can be introduced.

The important point to remember, whether you are focusing on familiar issues or are introducing something new, is to *know your community*. Know

Sample Community Survey

Use these survey questions to interview people on busy street corners or in shopping malls, or distribute them to high school classes or community organization meetings.

1. What factors do you think contribute to U.S. national security?
a) U.S./Soviet relations
b) arms control
c) the balance of international trade
d) underdevelopment in the Third World
e) U.S. economic strength
f) all of the above
g) other _____

2. What national security issues are of importance to you?
a) U.S./Soviet relations
b) U.S. relations with Central America (or South Africa, Asia, etc.)
c) international trade
d) U.S. military policy
e) other _____

3. Does your community rank low, moderate or high in terms of international connections?

4. What is your main source of information about foreign and military affairs?
a) television news
b) local newspaper
c) national newspaper
d) weekly news magazines
e) other _____

5. Do you think there is a need for community education on global issues?
a) yes
b) no
c) don't know

what the current interests and concerns are and how to use them to generate interest in your issues.

Getting Organized

A smoothly running project depends on clear lines of responsibility and an agreed-upon division of labor. The members of your group or organization should decide whether the project will be the responsibility of a committee of interested members or of a project manager, who may delegate duties to other individuals if necessary. Either way, be sure that one person is responsible for overall coordination of the various tasks and responsibilities. A group planning a large citizen education event with adequate funds may even decide to hire a project manager. This decision will depend on the interest of the group members, the nature of the project and the members' time considerations.

A project committee allows more people to participate and to share the work and it encourages the participation of those with varying skill and experience levels. Involving a large number of people in a project also increases the pool of creative talent, allows members of the organization to become better acquainted, enhances the unity of the organization and helps to avoid volunteer "burn-out."

Newer members of the organization can be assigned such tasks as making phone calls, sending notices about meeting and events or preparing displays or posters. Those who have more experience can staff a registration table, lead a discussion, write letters to the editor or write press releases. The most difficult tasks such as designing an agenda for a program, conducting media interviews, chairing meetings, leading a study, managing the budget or acting as general coordinator should be assigned to the most experienced members.

Although it is important for one person to have overall responsibility for coordinating the project, the variety of tasks become more manageable with the use of task-oriented subcommittees. Consider dividing responsibilities among smaller groups for fundraising, promotion, facility arrangements and speaker invitations, among others. Be sure that the subcommittees report often to the project coordinator to avoid duplicating effort or working at cross-purposes.

Before work actually begins, the project coordinator or a committee should set time-lines for the components of each task (See *Choosing a Format* for an example of a time line.) If unforeseen problems crop up, and they often do, examine the times to see if they need adjusting. The ability to be firm, yet flexible, in your project plans contributes to a successful effort.

Organizing Tips

These suggestions can help project leaders carry out a smoothly run operation:

1. Keep a notebook that records meetings, decisions reached, details, tasks, problems, successes. It will be helpful along the way as well as in the evaluation process when the project is over.

2. Even after the project has begun, encourage active participation and ideas from members of your organization.

3. Set up a work-chart in a central location so that project participants can easily refer to it.

4. Check in regularly with the leaders of your various subcommittees to head off problems and plan around obstacles.

5. Make sure someone checks and rechecks details (lighting, public address system, invitations, food preparation, confirmation of speakers). Be prepared to make adjustments in order to solve problems; put together a contingency plan if serious obstacles appear likely.

6. Choose facilities that are convenient (accessible by public transportation, easy to find, near parking), comfortable, safe and accessible to the physically handicapped.

7. Make sure your group acknowledges any funders and those responsible for the event.

8. Consider providing a record of the event for participants (audio or video tapes, transcripts or a written summary).

9. Assign someone to write thank-you notes or letters to speakers, volunteers, workshop leaders, managers of facilities.

10. Pay honoraria and other fees promptly.

Consider Cosponsorship

One way to involve a wide variety of people in your effort is by cosponsoring a project with another organization, such as a school or university, a government agency, corporation or the news media. Cosponsorship also allows for sharing of financial burdens, increases the person-power and talent available for an event, increases the potential audience size and generates additional contacts and publicity. A cosponsor can provide indispensable in-kind services such as facilities, expertise, technical assistance, supplies, public relations services or printed materials.

Cosponsorship can be tricky if the goals, methods and standards of the cooperating groups differ significantly. However, potential problems can be diverted by carefully researching an organization before you agree to cosponsorship. And once a cosponsorship arrangement has been made, the agreed-upon purpose of the event and the role of each organization should be clearly spelled out, in writing.

Setting Up a Budget

A careful project plan includes detailed budgeting of expenses. Start by dividing the project into major components that will require funds and break them down into specific functions or expenses. In designing a budget, the following guidelines may prove helpful.

1. Include adequate funds for publicity and promotion. This expense is often overlooked but it can be the most important in determining the success of your project.

2. Include more funds than you initially think necessary for mailing costs. Large mailings for invitations or a general announcement of an upcoming event can be expensive if sent first class. Third class mailings are cheaper but take two to three weeks to arrive. Time permitting, try to use the third-class bulk rate permit of a nonprofit organization (if you are mailing the minimum of 200 pieces).

3. Include a substantial "miscellaneous" category for emergencies.

4. Depending on your project, include budget line items for such things as delivery service, planning meetings, local transportation, child care and audiovisual equipment rental.

5. Add sufficient funds to cover miscellaneous expenses of participants and special guests such as funders or community leaders. Things to consider include an extra night in the hotel for those who must arrive early, parking and child care expenses.

6. Consider including funds for speaker honoraria. In some cases, this won't be necessary—for example, government employees generally do not accept honoraria. In other cases, you may have to pay a fee to get a good speaker. Honoraria can range from $100 to thousands of dollars.

7. Accommodations and meal expenses vary greatly among regions of the country. When figuring room and meal charges, be sure to add in taxes and gratuities. Also consider whether you want to book single rooms or require that participants share a double room.

The following is an example of a project budget for an extensive project. You can adjust or delete line items depending on the kind and size of your project.

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Facilities

Meeting Space $_____

Meals (1 lunch, 200 people) _____

Hotel Accommodations (100 double rooms) _____

Equipment Rental (VCR and TV, microphones and sound system) _____

Subtotal: $_____

Speakers

Fees/Honoraria _____

Travel/lodging/meals _____

Subtotal: $_____

Materials

Invitation/Brochure and Program _____
Design and typesetting
Printing (500 copies)

Conference Packet _____

Films, games, resource material _____

Subtotal: $_____

Miscellaneous $_____

Staff Salaries (or Expenses)

Coordinator _____

Support Staff _____

Volunteer Expenses _____

Child Care expenses for project volunteers _____

Subtotal: $_____

Administrative Costs

Rent _____

Telephone _____

Postage _____

Supplies and Equipment (typewriter, paper, pens) _____

Copying, routine _____

Subtotal: $_____

Evaluation and Report $_____

TOTAL $_____

Once the budget is set up, a careful accounting of all income and expenses is essential for several reasons: 1) to keep tight control over the project; 2) to serve as a warning system when funds are becoming short, so that you can raise more money or cut expenses; 3) to use as a reference for judging budget requirements of future projects; and 4) to fulfill a donor's accounting requirements.

The person charged with accounting duties should closely monitor all expenses and scrutinize the need for each expense. She or he should not be reluctuant to tighten the financial reins when necessary and should be diligent in saving all receipts and keeping accurate records for all expenses.

Project Follow-Up

Very often citizen education projects are created as single, one-time events. While it is possible to achieve short-term goals in this manner, any citizen education event offers a springboard to motivate people to a deeper knowledge of the issues, to become involved in future events and to create projects of their own. Consider using a successful pilot project to build the momentum necessary to achieve longer-term goals.

The most successful citizen education activity is part of, or the starting place for, a series of activities moving toward clearly defined goals. It generates a long-term interest with members of the audience in national security issues and creates a ripple effect for increasing the number of knowledgeable citizens.

Every Project Is Different

Developing a citizen education program for your group may not follow the precise course of events outlined in this chapter. Members of your group may have some creative ideas for projects or be committed to a particular issue before you undertake the goal-setting or organizational processes. You also may discover a step that your group believes is necessary that is not mentioned here.

You should feel free to adapt the process described here to your own particular needs, but make sure that you pay sufficient attention to the fundamentals. Whatever your project, you really should: have a clear set of goals established before embarking on your project; build flexibility into your plans and your budget, but take deadlines seriously; encourage participation from many members of your organization of various experience levels; know the concerns, interests and priorities of your community; and use the momentum of one event for follow-up activities and the planning of future events.

Project Follow-up . . . *An Example*

Follow-up activities growing from a conference for teachers and school board officials might include sponsoring workshops on some targeted issues for interested teachers, subsidizing subscriptions of pertinent national security periodicals for teachers, working with motivated school board members and teachers to survey students on their knowledge and interest in national security issues, or helping teachers to develop a test class on these issues for others to observe and comment on.

Framing The Issues

- *Keys To An Effective Presentation*
- *Frameworks*
- *Further Reading*

Framing The Issues

Effective citizen education depends, in part, on how the issues are presented. It can form the parameters of a discussion, place the facts in a context that is important for the community or the individual and change or reinforce the way people approach an issue.

Your citizen education activity will be more successful if the issues are framed in a way that responds to citizens' interests and concerns. Therefore, the first step in deciding how to frame an issue is to determine what people already think about that issue.

You can determine the public interest by conducting opinion polls in your community, holding focus group discussions, interviewing a variety of community leaders or monitoring the letters-to-the-editor section of the local newspaper. This research may be formal and extensive, perhaps with a community survey built into your citizen education project, or depending upon the nature of the event you choose and your previous involvement in the community, a less elaborate effort may suffice.

If you are interested in targeting a particular segment of the community such as high school students, minority organizations or labor groups, for example (see *Reaching Out*), be sure to determine their specific concerns and connections to the issues. The best way to generate interest with members of any group is to discover the link that they make to an issue. Once you have found the appropriate link, you can work within this framework to foster deeper interest and a wider understanding.

For example, if your goal is to teach high school students about foreign aid issues, you might begin with an informational survey. Your survey might reveal that many students worry that jobs created by U.S. foreign aid in developing countries will reduce the number of jobs available to them in their community. An initial examination of the kinds of jobs created by U.S. foreign aid, both abroad and in this country, would then serve as a natural springboard for a broader discussion of foreign aid issues.

Keys to an Effective Presentation

Take a positive approach. People often avoid discussions of national security issues because

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they find the topic depressing or unsettling. Although it may not be possible to put every issue in the most positive light, it is best to at least balance negative assesments with positive approaches. If the topic of a citizen education activity is inherently distressing, such as Third World poverty, emphasize the contributions citizens can make to reversing a particular situation.

Consider addressing the positive ties between the Soviet and American people and the opportunities available for better relations. Rather than focusing on the loss of jobs in your town that may occur if the United States and the Soviet Union reduced military expenditures, solicit ideas for attracting new industry and retraining defense industry employees. Structure your program so that participants develop policy options based on what they would like to see happen in the national security arena, not on what they are opposed to.

Encourage critical thinking. People feel a greater stake in an issue when they think through and arrive at a position on their own. When they are lectured to and made to feel manipulated, they will be less inclined to delve further into the issue and become involved in the policy process. An opportunity for citizens to examine the premises that underlie policy options and their implications (through role-playing, games, focus groups) will enhance long-term interest in an issue.

Attempt to reach beyond the common cliches. Often people casually use jargon without knowing the true meaning behind the words or the connotations associated with them. For example "Marxist revolutionary," "freedom fighter," "democratization" and "disarmament" are terms frequently used without much thought as to what they really mean. In your presentation, examine the buzzwords most often used in connection with the issue being discussed and determine their meaning and applications.

Your credibility depends on the fair and objective presentation of information. Naturally, time and resources will not always permit all current positions on a particular issue to be addressed in depth. However, you should aim for a wide variety of viewpoints and be sure to include the most prevalent perspectives. One way to be sure that a broad spectrum of ideas is discussed is to design a program that encourages participants to arrive at their own solutions to a policy problem.

Frameworks

What follows are some suggestions of ways to frame the issues that will help you in generating greater public interest. They are not mutually exclusive, and several may be used together. The frameworks you choose will depend on the audience, the situation in your community and the issues to be discussed. A brief description of each framework is followed by project examples.

Localizing the issues helps people connect what often seem to be obscure national issues to their state or community. Most national policies, even foreign policies, have wider implications and ripple effects than is readily obvious. A creative presentation can reveal such connections and gain the attention of those who might otherwise remain indifferent.

Arms control issues take on local relevance when there is a defense contractor or a military base in the area or if nuclear weapons are stockpiled in the region. Trade issues can be tied to communities that host export or import industries, and foreign policy issues are of special concern where there are large immigrant populations. Consider using the following projects as a means to demonstrate local connections.

• At the start of a citizen education program, survey the participants about international connections to the local community. Ask how many

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participants drive a foreign car and ask the group to name the ethnic restaurants in the area. Present a prepared survey on the number of local businesses with international subsidiaries or affiliations or businesses with foreign ownership. Talk about the number of churches or other organiza-

What Is Your Frame of Reference?

Everyone approaches public policy issues with a certain mental framework acquired through their experiences with the media, family, school, peers and political events. That framework helps each of us to explain political events, define actions and predict outcomes.

In an article in the July/August 1987 issue of *Nuclear Times*, William A. Gamson, a professor of sociology at Boston College, explores the ways in which we acquire, maintain and challenge political perceptions or frameworks. As Gamson explains, "Labels matter. What something is called suggests how to think about it—an organizing frame for making sense of it. Names suggest frames and frames contain within them a host of unexamined, taken-for-granted assumptions. By using certain words or phrases, we inadvertently accept a whole package, hidden assumptions and all."

For example, very different frameworks are implied by using either "star wars" or the "peace shield" to explain the same space-based defensive weapons system. "Star wars" implies a futuristic fantasy while "peace shield" connotes a system designed to protect populations against a nuclear attack. Another example is the different images conveyed by referring to the rebels fighting the Nicaraguan government as "contras" or "freedom fighters." While "freedom fighters" implies a lofty, moral purpose, "contras," which means "against" in Spanish, is less descriptive and conveys a less noble impression.

Gamson states that the dominant frame used in the postwar period to guide thinking on foreign policy has been "Peace Through Strength," which assumes that the best way to deal with the Soviet Union is "to be strong but not provocative." According to this way of thinking, Gamson says "the danger of war comes when we, by appearing weak, encourage the bully to take advantage of us. Then we cannot avoid fighting back."

Several alternative frameworks exist, according to Gamson. An "Armageddon" framework explains the conflict between the United States and the Soviet Union as a battle between good and evil. This perspective assumes the conflict is permanent and that peaceful coexistence is not possible. A "conflict resolution" framework assumes that conflicts between the superpowers can at least be controlled, and possibly diffused, through diplomacy and negotiation, with a strong role for international organizations.

According to the "arms race" framework, the massive and continuing procurement of weapons has taken on a life of its own quite separate from any actual conflict between the superpowers and therefore must be managed apart from U.S.-Soviet relations. A "global consciousness" framework stresses the interdependence of the modern world and the need to go beyond the interests of nations to the interests of humanity.

Two additional frameworks not mentioned by Gamson include "denial" and "economics as national security." A "denial" framework rejects the notion that a build-up of nuclear weapons and continued hostilities between the Unitgd States and the Soviet Union is a problem that should occupy the average citizen. The "economics" framework recognizes that the Soviet Union is not the United States' only competitor and that a focus of national resources on the arms race will leave the United States economically vulnerable on other fronts.

Gamson points out that "not all symbols are equally potent. Certain frames are successful, in part, because the ideas and language used to express them resonate with larger cultural themes." For example, "Peace through Strength" is attached to themes of patriotism and national loyalty.

Being aware of the frameworks that shape people's perceptions—your own as well as those you wish to educate—may help you to communicate better with your audience. You might even consider developing a program that attempts to uncover the basis for participants' mental frameworks and encourages them to challenge each other's assumptions. Consider examining a series of statements made by politicians on global issues and identifying the frames reflected by their views.

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tions in the community that have international interests. The purpose of this exercise is to reveal the interrelationship between the community and world affairs.

• Invite speakers to address the local aspects of national security issues from a first-hand perspective. A speaker representing a local business that relies on imports, such as a foreign-car dealership, can discuss how trade restrictions affect this type of business. A representative from an exporting industry, such as a grain corporation, can offer a local perspective from the opposing point of view. If there is a defense contractor in the area, invite a spokesperson to talk about the jobs or secondary businesses generated by the existence of this industry and counter with the views of a local peace organization.

Personalizing the issues involves demonstrating their relevance to the individual. Rather than referring to the local industry or the local population, you can focus the issues on individual jobs, on the future for participants' children, on the quality of education and on the availability of certain goods and services in the area. Encourage people to think about *why* they believe what they believe—that is, the underlying feelings and beliefs that shape their policy preferences. Personalizing the issues is a good way to encourage an individual, emotional investment in the issues and guarantees greater interest and commitment over the long run. Consider using the following methods to demonstrate the personal aspects of national security issues.

• Introduce a discussion of national security spending by looking at how tax dollars are spent currently. This is most effective with a group (such as a union or a professional group) for which you can estimate the average income tax withheld. Using large charts or graphs, explain the percentage break-down of taxes. Ask them how they would prefer to have their tax dollars spent, if given the choice. List a variety of federally funded programs, both defense and domestic, and discuss their overall importance.

• A program including a special dinner can illustrate the disparities between the typical meal in the wealthiest countries and the hunger suffered in poorest countries. As participants arrive for the meal, count off by three. Designate every third person as someone from a developed country (a "first-worlder"), and the other two as people from less developed countries ("third-worlders"). While the first-worlders eat a lavish meal at a finely set dinner table, the third-worlders sit on the bare floor and have a small bowl of rice and some weak tea. Follow-up the meal with a discussion of how U.S. lifestyles affect and are affected by lifestyles in developing countries.

Humanizing the issues simply helps citizens see that national security is not "for the experts only" but can be understood by the average person. Demonstrating that these issues affect "real" people brings life to national security issues. The key is to avoid technical language, to enable people to identify with the people affected—their ordeals and their successes—and not to overwhelm an audience with nonessential facts. Consider using the following projects to demonstrate the human aspects of national security issues.

• Hold an event to familiarize participants with another culture. Consider an African, Latin American or Middle Eastern theme and serve the appropriate food, play indigenous music and perhaps invite someone who can tell stories of the culture and the people.

• Invite a refugee or immigrant from a country of interest who is willing to talk about her or his life and the impact that U.S. policies have had on friends and family. Or invite a person from your own community who has travelled extensively or lived in another country to make a presentation, such as a slide show or a workshop, that illustrates the flavor of the culture and the concerns of the people. (See *Choosing a Format* for additional ideas.)

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Choosing A Format

- *Sample Formats*
- *Holding A Conference*
- *Sample Conference Timeline*
- *Increasing Awareness of Global Issues*
- *Working With Schools*

Choosing A Format

Previous sections of this guide have discussed the process of choosing and framing issues for your community education project. Whatever issues you choose, you need to persuade others that you have something worthwhile to say.

This chapter is intended to help you design and implement specific citizen education programs and projects—or various components of larger projects. Activities are described in terms of "formats," a short-hand way of referring to a specific method or vehicle for conducting citizen education.

Formats vary from the traditional to the innovative, the simple to the complex. A sampling includes:

- Discussion meetings
- Workshops
- Conferences
- Audiovisual presentations
- "Go-see" trips
- Games
- Overseas contacts
- Home meetings
- Working with school projects
- Speaker forums
- Publications
- Radio/TV talk show presentations

Before choosing a format, it is important to determine whether your proposed format will work for you. Consider the following checklist.

1. How much planning time is required?

2. How much money will it cost?

3. How much person-power do you have to commit to the project?

4. How many people do you want to reach?

5. Who is the audience and what is the knowledge and experience level of that audience?

6. What level of commitment do you desire from your audience? (Is attendance at one event sufficient, or are you trying to build an ongoing commitment?)

Based on your answers to these questions, choose a format that meets your needs. In choosing a format, consider these pointers adapted from *Taking Nuclear Issues to the Village Square* (League of Women Voters Education Fund, 1981).

Choose a format that is lively but doesn't intensify opposition.

"Pro versus con" presentations pit one "expert" with one set of "facts" against another "expert"

with a conflicting set of "facts," often confusing citizens who don't know which set of facts to believe and who might be swayed by the rhetoric instead of the evidence. If you think it is important to present "pro" and "con" arguments, it is better to ask representatives from each camp to serve on a panel—so that they can each give their own perspectives rather than disputing each other's claims. Also try to include someone with a middle-of-the-road approach or someone who approaches the issue from an entirely different perspective—for example, an academic who has a historical perspective on the issue.

Don't try to cover too much too fast.

While you may want your project to be as comprehensive as possible, trying to cover too much material in one format or trying to cover too many aspects of an issue may frustrate people and diminish their interest. Instead, arrange for a series of programs or choose one aspect of an issue to focus on. For example, a single program on Central America might focus on a topical issue—such as regional peace negotiations; a series might focus on the history of and current conflicts in Nicaragua, El Salvador and Guatemala.

Incorporate active participation in the format you choose.

Nothing is more boring than a program in which participants are lectured to and have no chance to think and reflect. Be sure to build interaction and participation into your format, whether it is small-group discussions, a question-and-answer period, a game-playing exercise or trip. The most effective educational techniques

Effective Questioning

(Adapted from League of Women Voters of Ohio training materials, 1976.)

Citizen education rests on good communication. An educational program or activity on international issues is an opportunity for participants to learn, share opinions and, perhaps, reach conclusions. An effective discussion leader can facilitate this process by using effective questioning techniques.

1. To draw out a silent participant:
"Does anyone who hasn't spoken care to comment?"

2. To suggest the need for sharing personal experiences:
"Does anyone know of instances where this has worked?"

3. To call attention to points that have not been considered:
"Does anyone have any information on this point?"

4. To keep the discussion focused on the subject:
"That's interesting—but just how does this point fit in with the issues being considered?"

5. To suggest that the discussion is wandering:
"Does the group feel that this point bears directly on the issue at hand?"

6. To use conflict constructively:
"Since we do not seem to be able to resolve this difference now, could we move on to the next point? Perhaps further discussion will reveal additional information on the issue."

7. To suggest the need for additional information:
"Do we have enough information to decide this point or not?"

8. To call attention to the source of information:
"Since the facts presented seem to be in conflict, may I suggest that we consider their source as a means of testing their reliability?"

9. To test the strength of a point of view:
"Is this position held by a majority of the group?"

10. To focus attention on issues rather than personalities:
"Which seems to be more important: the facts in the case or the supporters of the different points of view?"

11. To focus attention on the need for objectivity:
"How is our own interest in the outcome causing us to overlook other groups' interests?"

12. To prevent a few from monopolizing the discussion:
"May we hear now from some who haven't expressed an opinion?"

13. To suggest the need for closing the discussion:
"May I ask for two or three final comments before we close?"

encourage participants to think for themselves, to assimilate information and put it into their own terms and to reach their own conclusions.

Put the basics on paper.

Don't force people to try to digest complicated information in an oral presentation. Instead, provide participants with easy-to-read written materials to back up whatever format you choose. Fact sheets, short articles and brochures are always a sure bet. When possible, provide these written materials in advance, so that participants have a basic level of knowledge before your activity takes place. Providing written materials ensures that everyone is working from a common data base; it also frees up time during a meeting to discuss the issues rather than listening to or asking questions about basic information. Written

Managing a Controversial Issue

(Adapted from *Taking Nuclear Issues to the Village Square*, League of Women Voters Education Fund, 1981.)

Citizen education on a controversial issue can pave the way for more meaningful and productive dialogue, but it also can stir up deep and strongly held differences of opinion. What is needed is a format that allows all sides of an issue to be considered without encouraging shouting matches that exacerbate the controversy.

A skillful discussion leader can mitigate some of these problems by using some well-known, basic communications techniques.

1. Explore the real areas of disagreement. Is the dispute over a set of facts, the interpretation of those facts or an underlying value judgment regarding those facts? Do people disagree with a decision or with the way the decision was made? Encourage participants to disentangle the components of the argument and then help them to tackle each one by one.

2. Define the issue at hand so that everyone is clear about what is to be discussed, and then stick to that issue. Nothing is achieved if participants argue everything at the same time.

3. Give opposing forces the opportunity to fully lay out the reasons they support or oppose the policy in question. Don't allow interruptions until each explanation is completed, but avoid letting one person monopolize the conversation or ramble on, repeating the same arguments. When given an opportunity for full exchange of opinions, all parties are more likely to feel that they have been listened to. Moreover, everyone involved will have a better understanding of how others feel and why. If the group is too large for everyone to express their feelings about an issue, break into subgroups (assuring a mix of views) and report the results to the whole group.

4. Allow enough time to deal with the conflict. A long-standing controversy that has aroused the emotions of many people cannot be settled satisfactorily in one hour. If the timeframe is completely unrealistic, some people, frustrated by their inability to present their views, may conclude that the meeting was a set-up for the other side, thus diminishing your credibility and chances for future effectiveness.

5. Create a climate in which negative feelings are identified as personal responses and are presented in as nonthreatening a way as possible. If the participants make wild generalizations, you can restate such views in more positive terms: "Are you telling us that . . . ?" Point out when people are being unfair and hostile to one another.

6. Translate any use of jargon into terms that everyone can understand, so that all can participate in the discussion.

7. Work towards common ground rather than confrontation, dialogue rather than diatribe. Encourage participants to resist the temptation to view a situation in terms of "right" versus "wrong." Stress that treating of those with differing views as "the enemy" not only is likely to preclude the best settlement of the issue at hand, but also may cause rifts in the community that can outlast the particular dispute. Use your role as moderator to highlight points of common agreement in order to encourage future cooperation rather than continuing disagreement.

materials that can be taken home also help to reinforce what participants have learned and can be shared with others.

Follow up.

Build in a "what you can do" mechanism for those who become interested and want to do more. At a minimum, get the names and addresses of participants so that you can send them information about future events. Put them on your mailing list, if you have one—you may acquire some new members! Other ideas: provide suggestions for further reading on the issue, or have interested participants fill out a commitment card (to host a small group discussion meeting in their home, to help organize a speaker series, etc.). The key rule is to never let your audience leave without offering an avenue for further participation.

Sample Formats

The following section offers examples of formats that can be used effectively in community-based citizen education programs. Choose the format or combinations of formats that best suits your purposes, time and resources.

Organizing A Workshop Or Discussion Meeting

Workshops or discussion meetings are structured presentations but are less formal than panel discussions or large conferences. They can be designed as training sessions to provide information, tools and motivation on an issue or they can serve as an opportunity to encourage discussion and awareness of policy options on an issue. A workshop or discussion meeting usually lasts from one to two hours. Participants should leave feeling knowledgeable and empowered. A good workshop or discussion meeting contains the following basic elements.

1. An overview of the issue. It should be clear and simple, covering four or five major points. The speaker should introduce the main points at the beginning of the presentation and repeat them at the end.

2. Motivation. Giving individuals a sense that they can do something about issues they consider important is key. To motivate people, a leader must:

- build participants' confidence in their knowledge and ability to understand an issue;
- provide a framework for organizing information and opinions;
- make complex issues comprehensible;
- encourage people to explore an issue further.

3. Tools. As mentioned above, the most important tool a leader can provide is a conceptual framework—a system for organizing thoughts and facts about an issue. Other tools might include study resources, and/or reading lists, issue briefs and discussion guides.

Some basic pointers for conducting an effective workshop or discussion meeting.

- Keep it informal. If formal presentations are made, keep them fairly brief and, if possible, have several people involved rather than a single "lecturer."
- Be prepared. The key to success is preparation by the leader, both in terms of content and ability to deal with questions and potential conflicts.
- Be creative. Experiment with different approaches and methods, such as role-playing or board games.
- Use visual aids to reinforce or illustrate points, wherever possible.
- Make the workshop a participatory experience, including some kind of "hands-on" activity if possible.

Below are three sample workshop or discussion meeting outlines.

Model A (90-Minute Workshop)

Topic: U.S. policy in Central America.
Purpose: To provide factual information on history of and current conflicts in Central America and on U.S. policy options.

1. Introduction *(5 minutes).* Why Central America is important for U.S. foreign policy.

2. Overview of issue *(15 minutes)*

- Capsule history of U.S. involvement with the region
- Current context for U.S. policy (current political developments, levels of U.S. aid, U.S. policy regarding regional peace initiatives)
- Frameworks for examining the issue (communism versus capitalism or rich versus poor)

3. Exercise to illustrate issues *(30 minutes)*

- Third World meal (see *Games* section of *Resources*)

4. Discussion of U.S. policy options
(30 minutes)

- Military aid
- Development aid
- Participation in regional peace efforts
- Amnesty for Central American refugees

5. Conclusion: *(10 minutes)*

- Repeat main points of overview
- Highlight policy options
- Suggest resources and activities and provide information that will encourage participants to stay involved in the issue (for example, groups that coordinate visits to Central American countries, or brochures from organizations, such as Amnesty International, that support international human rights, information about how to write members of Congress expressing one's views)

Model B
(105-120-Minute Brainstorming Session)

(Adapted from *Taking Nuclear Issues to the Village Square*, League of Women Voters Education Fund, 1983.)

Topic: U.S.-Soviet Relations.
Purpose: To encourage critical, creative thinking and to encourage group development of solutions.

This technique enables a small group to identify, evaluate and rank problems and solutions for one policy issue. If you are dealing with a large group, break up into smaller subgroups of 6-8 people.

Step 1. The moderator poses the issue in the form of a question: What steps should the United States take to improve U.S.-Soviet relations? The moderator then explains the question and the process by which the group will tackle it. *(5 minutes)*

Step 2. Participants silently record their ideas on worksheets. People should list any ideas that come to them, not only the "practical" or "best" ones. *(10-15 minutes)*

Step 3. The moderator leads a round-robin listing of ideas. Each person gives one idea, then gives another on the second round, etc., until all ideas have been mentioned and written up on blackboards or large sheets of paper. There should be no repeating or criticizing of suggestions. *(10 minutes)*

Step 4. Participants then discuss the ideas in the order they were mentioned. The discussion should clarify the meaning of each idea and lead participants to share relevant information and to exchange opinions on the pros and cons of each suggestion. *(20-25 minutes)*

Step 5. Participants individually select and rank the five ideas or considerations they consider to be most important. This can be done verbally or on paper. *(10 minutes)*

Step 6. The moderator compiles the individual lists into a composite. The group discusses this composite list and then selects and ranks the five most important ideas (as a group). *(15-20 minutes)*

Step 7. If working in subgroups, the full group reconvenes and hears reports of each group's priority listings. Participants discuss the new composite list of favored ideas and again choose the five most important ones for the entire group. *(20 minutes)*

Step 8. Participants discuss how they could help to promote these ideas, either as individuals or collectively. *(15 minutes)*

Other ideas for workshops or discussion meeting techniques:

1. Start with a ten-minute premeeting quiz on the selected topic. Hand out, for example, a map of the Middle East and ask participants to try to identify each country.

2. Ask the group a series of questions about the topic to determine the general level of knowledge.

3. Ask participants to answer some true/false questions about the topic before the meeting or workshop begins.

4. Pose agree/disagree statements to the group to stimulate discussion. Encourage members of the group to discuss the reasons for their agreement or disagreement.

Holding a Conference

A conference is a major undertaking that requires funding, months of careful planning and organization. If you decide to hold a conference, be prepared to invest a lot of time and energy in several areas:

- fundraising;
- planning the agenda (speakers, plenary and workshop design, networking, skills-building sessions);

• publicity (advertising, programs, invitations);
• logistics (conference registration, food, hotel, travel, meeting space, supplies, etc.);
• follow-up (reimbursement for expenses, bill-paying, conference evaluation, orders for tapes of conference sessions, final reports to funders).

Despite the effort involved, a conference can be an excellent way to bring together a group of people, motivate them, give them some fresh ideas and send them out to do additional work. A conference usually attracts people who have some prior interest in and knowledge of the issue, but you can try to involve newcomers also. Most conferences are targeted to a specific audience such as the members of an organization, educators or religious groups.

The advantages of a conference are that it provides an opportunity to address issues in depth, to hear from a larger number of speakers and to encourage networking among like-minded individuals.

The key to designing and holding a successful conference is to be clear about your goal: do you want to increase participants' substantive knowledge of an issue or provide skills training or both? Do you want to highlight policy choices or build consensus?

Some tips for designing an exciting conference program.

1. Vary the format. People enjoy variety. Balance your conference agenda between plenary sessions, which involve speakers either alone or in a panel discussion, small-group discussions and workshop or hands-on settings.

2. Break into small groups early in the conference. This technique enables participants to get to know each other and it allows an opportunity for participants to express their own views. It's a good idea to give these small groups a task—for example, to create a list of five challenges they face in conducting citizen education in their own communities. The information gleaned from these small group discussions then helps participants define what they hope to get from the conference. It also helps conference planners meet the needs of participants more effectively.

You might want to have the small groups meet again near the end of the conference to take another look at their work and review it in light of what they have learned. This will give the participants a sense of continuity and closure to the process. Also consider appointing a discussion leader for each small group and give that person some basic training so that the discussion doesn't wander or become monopolized by one or two persons (see box on *Effective Questioning*).

3. Unless you have a lot of time (two or more days), focus on either substantive presentations or skills-building (technique-oriented training) but not both. If you try to accomplish too much in too little time, you risk diluting the effectiveness of both. If your audience has little knowledge of but great interest in an issue, focus on the substance. If the audience is generally knowledgeable, focus on skills-building so that they can develop more effective citizen education projects in the future.

4. Allow sufficient time for "networking" among participants. Conference participants often remark that one of the most valuable aspects of a conference is the informal opportunity to learn from and share with individuals with common interests and concerns. Try to *schedule* time into the conference program for this to happen by holding a continental breakfast or a cocktail hour. If you pack the agenda too tightly and leave this to chance, conference participants will have to sandwich networking time in between sessions, sometimes leaving them frustrated and exhausted.

Sample Conference Timeline

Below is a sample conference timeline to aid you in planning. This timeline is based on a League of Women Voters Education Fund national security conference held in Washington in 1987. The conference included 70 participants from across the country who spent two full days in Washington, DC (including two nights in a hotel and two breakfasts, lunches and dinners). The funding process for this conference took ten months, and the LWVEF paid all expenses. If you charge a registration fee for your conference, the fundraising burden will, of course, be lighter.

But fees may not cover all expenses, so it is wise to build in sufficient time to ensure that you have adequate funds for your conference.

Conference Program and Logistics
(for conference held in late June)

1. At least one year before conference: begin fundraising.

2. Late February: secure all funding for conference.

3. Early March: design preliminary conceptual "framework" of conference (conference themes, types of sessions to be held, issues to cover; block out rough timing, including meals and breaks).

4. Mid-March: set conference dates.

5. Mid-March: pick conference site, sign contract if necessary (done in conjunction with number 3).

6. Mid-March: convene advisory committee to provide guidance on conference design.

7. Mid-to-late March: refine/finalize conference agenda based on advisory committee meeting.

8. Late March: send information about conference to invitees (flyers, invitations, publicity). Note: you may choose to wait to do this after all speakers are confirmed.

9. Early April: begin to contact and confirm speakers.

10. Late April: set deadline date for conference registration, begin to gather substantive materials to distribute to participants or videos to present.

11. Mid-May: confirm all speakers, send confirmation letters and information about conference and speaker's topic.

12. Mid-May: recruit volunteers to help with conference (registration, supplies, handling special requests and emergencies).

13. Mid-May: confirm number of hotel reservations, if necessary, distribute press release.

14. Late May: put together conference packets (substantive resources, conference agenda, hotel floor plan, list of participants, speakers' biographies, conference evaluation form, nametags, expense vouchers, transportation and local entertainment information).

15. Late May/early June: make additional hotel, travel and meal arrangements if necessary.

16. Early June: secure other services as needed (audiovisual equipment, supplies, taping of conference sessions, etc.).

Conference Follow-up

1. Early July: reimburse participants for expenses, if necessary (provide expenses vouchers in conference packets with instructions on how to complete);

2. Early July: pay speaker honoraria and other speaker-related expenses (hotel, meals, transportation, incidentals);

3. Early July: make arrangements to reproduce tapes of conference sessions for interested participants;

4. Late July/early August: complete conference evaluation (try to get evaluation forms from participants before conference ends) and summary;

5. August: complete final report of conference to funders and sponsoring organizations, if required (narrative and financial statements).

Note: Information about designing a conference budget is found in Chapter 1, *Getting Started.*

Increasing Awareness of Global Issues Through First-Hand Experiences

A variety of techniques exist for increasing awareness of global issues through first-hand experiences. Such experiences provide an opportunity to understand issues in a context that makes them seem real and immediate and allows individuals to become "engaged" in a personal way. These experiences often result in a level of commitment not possible through discussion or reading about an issue.

Some ideas for first-hand experiences:

1. Set up a local citizen diplomacy program. Organize a small group of interested persons to study U.S.-Soviet relations over a period of six months. Read and discuss books and articles and invite speakers to address the group. Plan a trip to the Soviet Union at the culmination of the study period. (See *Exchanges* section of *Resources* for information on organizing a trip.)

After returning from the trip, offer to give presentations about your impressions and what you

learned to local schools and civic and religious organizations. Write articles about your visit for the local newspaper. Offer to help others to start new citizen diplomacy programs within their organizations.

2. Host a delegation of foreign visitors in your community. (See *Exchanges* section of *Resources* for information.)

3. If there are people in your community or organization who have visited or lived in foreign countries of particular interest and have developed slides, ask them to present slideshows to local organizations. Some important tips for creating an effective slideshow presentation:

- A slideshow presentation should provide a framework for understanding an issue (e.g., U.S. policy in Southern Africa) and factual information and not be merely an individual's travelogue. While travelogues may be interes'ing for families and friends, they are not educational programs.
- Construct the outline of your presentation first and then choose slides to accompany the script.
- Slides should evoke images and emotions, and the narrator should provide the information. Don't refer directly to your slides ("This is a picture of. . . ."). Use slides instead to provide vivid illustrations of the points you want to make. For example, use a shot of African women harvesting crops or irrigating land to illustrate the fact that 70 percent of all food grown in the third world is produced by women.
- Always include time for questions and discussion after your presentation.
- Offer resources for those who want to learn more.

4. Investigate the possibility of your community establishing a Sister City relationship with a city in the Soviet Union or a Central American country. (See *Exchanges.*)

5. Organize a cultural evening featuring food and music from another country or region.

6. If you live in an area of the country with large numbers of refugees, invite them to give testimony about their experiences and why they are in the United States.

7. Investigate the possibilities of presenting a play about an issue in your community. Sponsors can either sell tickets, conduct fundraising and present the play free of charge or request donations from the audience.

Working with Schools

According to *Educating Americans for Tomorrow's World*, a recent report by the National Governors' Association, states are increasingly emphasizing international education in their efforts to attract foreign investment and market their products abroad. "Recognizing that the U.S. cannot compete successfully in the international marketplace without a competitive, adequately-trained work force and a well informed populace, the states are seeking reform of the education system."

A number of organizations dedicated to international or global education already exist, including American Forum: Education in a Global Way, and Educators for Social Responsibility. Both organizations offer resources and guides for working with school systems on global issues. (See *Resources*).

Some pointers for working with schools:

- First contact schools to see if international/global education programs already exist. There is no point in reinventing the wheel.
- Gaining approval for curriculum changes by school boards, curriculum committees and teachers is a major hurdle. Radical departures from current practice are seldom acceptable.
- Timing is critical. Curricula are established far in advance of the school term, and your planning should reflect this fact.
- Try to accommodate the needs of the schools. Multidisciplinary approaches are best. Help make foreign language instruction relevant and interesting or supplement standard curricula in state and local history.
- The best ideas combine three approaches: local linkages (how global issues affect the community), local resources (drawing on people with international experience) and out-of-school learning experiences (field trips, etc.).

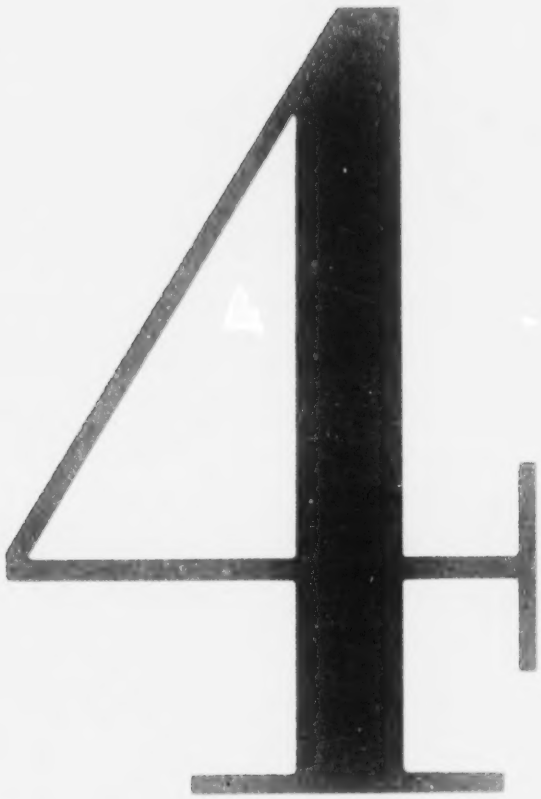
Develop some selling points for your project, including:

1. Rationale. The rationale might include key local interests such as trade, high-tech industry, international banking, with the "hook" being a greater ability to respond to business opportunities and compete in the international market. Or it might make reference to an influx of foreign influences (Japanese auto plants, refugees).

2. Legitimacy. Seek the support of local school superintendents, boards of education, curriculum consultants. Find out if there are teachers already interested in global or international education. Seek out local businesses and community leaders who are interested in international activities (Chamber of Commerce, youth exchange groups, local hosting groups for foreign visitors). Identify individuals with specialized interests (university educators, military personnel, religious groups, world affairs organizations).

3. Commitment. Involve teachers in the design of your project, and give them the opportunity to use your project to build community support for the school system.

Raising Funds



- *Where To Look*
- *Preparing To Approach Funders*
- *Making Contact*
- *Proposal Writing*
- *Following Up On Funder Response*
- *Summary*
- *Further Reading*

Raising Funds

The general operating budget of an organization is often insufficient to cover the costs of a special project, making it necessary to seek additional funds. Fundraising can pose a number of challenges—it takes considerable time and energy and requires extensive research and planning.

But these challenges seem minimal compared to the benefits of completing a successful project and realizing your long-term goals. Additional funds can give your project greater flexibility, demonstrate community support for your organization and its work, improve public outreach efforts and increase the visibility of the issues.

Where to Look

There are many different funding sources available to public interest groups. Government agencies, corporations, private foundations and community foundations are the most common, but do not overlook churches, your own membership, local businesses or wealthy individuals. Of course, there are many more groups seeking funds than there is money to go around. Because of this competition and because each donor organization has different procedures, requirements and motivations for donating funds, a successful fundraising effort requires finding out who the potential donors are for your project, followed by a thorough investigation of each source you wish to approach.

Government funding may come from any level of government—local, state or federal. If you wish to seek federal government funds, consult the *Catalog of Federal Domestic Assistance*, which may be found in the local library or purchased from the U.S. Government Printing Office (Washington, DC 20402) for $18 a year. This annual publication lists all federal grant programs by agency. Once you have determined which agencies administer grants that match the type of project you are planning, you can contact that agency for additional information or check the *Federal Register* for the agencies' regulations and guidelines. State and larger local governments should have comparable publications. In small cities and towns, a few phone calls should tell you of the availability of grants.

The first thing you need to know about a government funding program is whether your group

and your project are eligible. You also will need to find out if there are any restrictions on how the money is spent, if this is a matching grant, if you have enough time before the event to pursue government funding (government funds are usually disbursed six to nine months after a proposal has been submitted) and the specific application procedures. A government agency may require a standard application form and/or a lengthy proposal plus a detailed budget.

Before launching a campaign to obtain government funding, you should be aware that it is often a long, tedious process marked by red tape and bureaucracy. In addition, intense competition exists for federal government funds, particularly in recent years when grant-giving budgets have been cut back. On the other hand, government grants can be quite large and may be awarded on a multi-year basis.

Corporations are legally permitted to donate up to 10 percent of their before-tax earnings to public interest groups. The national average, however, stands at about one percent. Lists of corporations can be obtained from your Chamber of Commerce, the *Middle Market Directory* or the *Million Dollar Directory*, both published by Dun and Bradstreet (99 Church Street, New York, NY 10007).

Start with corporations close to home since many will prefer to work with organizations in their own communities. Ask your members and/or your board of directors about personal or business contacts with officers of a local corporation. Such contacts may give you insight into what motivates this corporation to donate funds—an important piece of information. Corporations don't give funds simply because a group needs the money. Generally, they must be persuaded that the project is important or has a clear benefit, either to themselves or a group or community that they care about. The corporate officers may have a genuine interest in a particular issue, they may be motivated by the public relations benefits of being part of a citizen education project or they may be interested in projects that directly benefit their employees, the community, the state and so on. You should be able to show how a particular project will improve the image of the corporation.

Call organizations similar to your own and ask what corporations have funded their projects in the past, how much was donated, who was their contact person and whether the relationship was successful. It is best to request such information only from organizations that you have an intimate working relationship with, since many groups hesitate to share the source of their corporate funds.

Although it is less risky to start with corporations that have a history of donating, do not limit yourself to those. Keep your eyes open for corporations that have recently increased their profits or want to improve their community image. They may be looking for an opportunity to invest in community education but don't know how to go about it.

General information about a corporation can be found in its annual report. Find out who are the officers, who are the members of the gift committee, the annual income, what groups have been given contributions in the past and for what activities, what links the corporation has to your organization and whether it has contributed to your organization in the past.

Private foundations can range from small family foundations to billion dollar institutions. Each foundation has different goals, scope, geographic restrictions, qualifications and procedures. It is not a good idea to send funding proposals to a random list of foundations, because it will be obvious to them that you have not done your homework.

The information you will need to gather about foundations includes the names of the officers, assets and liabilities, board meeting dates, proposal deadlines and other requirements, the average size of grants awarded, the kind of organizations they commonly support and whom to contact at the foundation.

As with all potential funding sources, begin with those in your own state or community. If you are unfamiliar with local foundations refer to the *Foundation Directory* in your library. This publication lists the names and addresses of foundations, the range of grants given, the amount of funds disbursed in a particular year and the names of the directors. More detailed information can be found in *The Foundation Center National Data Book* published by the Foundation Center, $60 (888 Seventh Avenue, New York, NY 10019).

The Foundation Center, located in Washington and New York, compiles detailed information on private foundations, which is maintained in 130 regional collections that are open for use by pub-

lic interest groups. To locate the center's regional collection nearest you, call toll-free 800-424-9836. Some private foundations publish an annual report or other materials describing their programs, which can be obtained simply by calling the foundation.

Foundation information also can be obtained by looking into "990 Annual Reports" which are submitted to the IRS by foundations with assets over $5,000.The 990-AR provides financial data and lists the purposes and amounts of grants made that year. The regional collections of the Foundation Center maintain copies of these reports. Smaller foundations are listed in *America's Hidden Philanthropic Wealth* published by The Taft Group, 5130 MacArthur Boulevard, NW, Washington, DC 20016 ($69.95).

Check your library for state or regional foundation listings as well. State foundation directories are published for nearly 40 states and are listed in the introduction to *The Foundation Center National Data Book*.

Community Foundations are similar to private foundations but strictly limit their grant-making activities to their own communities. The boards of community foundations usually represent many different sectors of the community so there is a good chance someone within your group will be acquainted with one or more board members. There are more than 200 community foundations in existence. To determine if there are any in your area, contact the Chamber of Commerce or the Foundation Center in your region.

Grassroots fundraising means raising money from individuals within the community. The advantage of this type of fundraising is the visibility created for the organization and the expression of public support for the organization's work. It is a form of fundraising that can take innumerable forms, tap the creative resources in the organization and involve many people.

Examples of grassroots fundraising include direct-mail appeals, fairs, dances, auctions, craft shows, film showings, historic tours or door-to-door canvassing. Since these often are major events that require extensive planning, organization and media work, they may not be the best way to raise funds to carry out a specific citizen education project. Though some projects lend themselves to grassroots fundraising, this type of fundraising is generally more appropriate for the day-to-day operational support of an organization.

Other sources within the community to approach for funding may include local businesses, universities, churches or individuals. Again, remember to make use of whatever contacts your members may have in these local institutions. Don't assume, though, that because the vice-president of the local bank is the sister of an officer in your organization, you will not need to do your homework before approaching the bank about financial support. Being well-informed demonstrates your serious commitment to fundraising and to your citizen education project. Also consider going to community sources and corporations for in-kind support (e.g., supplies, services) rather than financial contributions.

Preparing to Approach Funders

Begin your funding search with a strategy meeting. This is the time to discover what links members of your group have with potential funders. If your group is experienced with fundraising, this also is the time to review your past history—who has given the organization money in the past and why previous fundraising was successful or unsuccessful.

You will find it helpful to establish criteria to determine which funders to approach. These criteria should be specific (i.e., funders located in

our state, funders that match our philosophy, funders with a commitment to citizen education, etc.). The criteria should be written, agreed upon by the membership and available to the public.

Exhaustive research of fundraising possibilities can be especially time-consuming and so should be delegated to several people. One person might be responsible for government sources, one for foundations, one for corporations, etc. Or, if you are going to be considering only local businesses, you may want to divide research responsibilities by areas of the city or kinds of businesses. Be sure that everyone understands what kind of information they are seeking, the established criteria and the deadline for completion.

Once the research is complete and you have an extensive list of potential funding sources, it will be necessary to reduce the list and set priorities. (A complete catalog of all your funding ideas and efforts should be kept to aid you in future fundraising campaigns.) Concentrate first on the funders you believe are the most likely to support your project, whether that belief is based on past experience, personal contacts or a common philosophy.

To ensure that all tasks are completed, assignments for proposal writing, letter writing, making appointments, attending interviews and follow-up should be clear. A time-line with specific deadlines should be created and posted in an accessible place to chart your progress. Frequent strategy or progress meetings may be necessary to monitor your original plan and make any necessary changes.

Making Contact

Now that the groundwork has been completed, you are ready to approach potential funders. From your research you know whom to contact, how to contact them and what they require. Whether you are meeting informally with the manager of a local company or submitting an extensive proposal to a major foundation, the purpose of the contact is to sell your organization and your project.

Often, the initial contact can be made by phoning the appropriate staff person of a funding source. This is an opportunity for you to introduce yourself, your organization and your citizen education project. Start by asking if your project is of interest so that you can determine whether to invest your time cultivating this source or move on to better prospects. If some interest is shown, find out what exactly to do next—set up an appointment, send a brief letter or develop a proposal.

When you are unable to speak on the phone with the appropriate staff it is helpful to send a letter of inquiry or introduction. The letter should be signed by the president or a key board member of your organization. Through your research you should know to whom to address the letter, but call and ask if you don't know. If there is a special connection between a member of your organization and a key person in the prospective donor's office, that member could phone or send a letter of introduction for the fundraiser.

Briefly explain the nature of your organization, the basic components of the project, the importance of your project and the reasons that this particular funder will find the project appealing. Conclude the letter by asking for an opportunity to send a proposal or to set up an interview, and state that someone (include the person's name) will be calling shortly. Then be prepared to take the initiative and phone the donor in about ten days to two weeks to see if they received the letter and to set up an appointment.

Before beginning your fundraising interviews, spend time rehearsing what you are going to say. It is useful to do some role-playing, with one person taking the role of the prospective donor, asking difficult questions and trying to put the fundraiser on the spot. Fundraisers should practice talking about your organization, its goals and successes and about the project. They should work on ways to demonstrate the importance of your project to your prospective donors—and, they should actually practice asking for money. Many people find this the most difficult part of fundraising.

It works well to have two people attend each interview and to make sure each person has a specific role in the meeting. One person should speak about the organization—its overall goals and directions, past successes and its support from the community. The second person can describe the project and demonstrate the benefits to the funder, the community, the state or the nation. Don't view the interview as a plea for money, but as an opportunity to interest the do-

nor in participating in an exciting and important citizen education project.

Be prepared to negotiate over the amount of the grant. Keep in mind the resources, funding history and interests of the donor when making dollar suggestions. Many groups raise partial funds from several donors, so don't feel you need to limit yourself to funders that can support the entire project. In fact, in some cases it is a good idea to have more than one funder, to prevent any one donor from exerting too much control. In any case, be sure you can outline exactly how a particular funder's money will be spent, either by earmarking specific activities or as a percentage of the entire project. If you have already received partial funding, mention that to a prospective funder; it will give your project added credibility.

It is important to develop a fundraising package that you can present and leave with prospective funders. In addition to the proposal and budget, such a package may include a collection of favorable press clippings about the organization or past projects, biographies of the leadership or members working on the project, and fact sheets or brochures on the organization.

Proposal Writing

Some donors may require a written proposal. But even if you will not need a formal written proposal, it may be instructive to put a proposal together as preparation for interviews. Proposal writing is a process that compels you to think about the intricacies of the project and how it relates to the organization's goals.

Each prospective donor will have different requirements for style, length, format and the substance of proposals. If these details are not evident through your research, call the foundation and ask for a description of their requirements. Although the proposals you write may have significant differences, what follows are some general guidelines for proposal writing.

- The Proposal Summary may be either in the form of a cover letter or the first paragraphs of the proposal. In a clear and concise manner the summary should describe your organization, the project and the expected budget. The summary is the first thing the donor will see and is often used for the initial weeding-out of inappropriate proposals. Write the summary so that it can stand alone, without the full proposal.
- The Introduction should describe the organization, its reputation, its value to the community, any special facts about its inception, its goals and its uniqueness—what the organization has to offer that sets it apart from other groups. Build your credibility by including quotes or statements from community leaders.
- The Problem Statement or Need Statement specifically describes the issue that you intend to address. Discuss the underlying causes and the implications, and document the need for citizen education on this issue. Demonstrate that your organization is equipped to address the issue, but avoid using more facts, figures, charts or graphs than necessary. Stick to a few crucial and easy-to-read pieces of information.
- The Objectives section should describe what you hope to accomplish—relating directly to the problem or need that you outlined above. The objectives should be similar to the short-term goals established by the group in planning the project and so should be specific, measurable and realistic.
- A section on Methods should describe the project in detail. Include the timetable, the targeted audiences, prospective participants, program components and media plans. Close by explaining why this method will be successful in achieving your stated objectives.
- An Evaluation paragraph makes clear to the donor that your project includes an objective method of tracking progress and ultimate results. The type of evaluation funders require differs widely. While some funders may find it acceptable for the evaluation to be conducted from within your organization, others may require an outside evaluation consultant to be hired. In the proposal, make clear who will conduct the evaluation, how the information will be collected and analyzed and if a budget analysis will be included.
- The funder will expect to see a detailed budget (see example in *Getting Started*). Be sure to include all full- and part-time staff, consultants or contracts, rent, supplies, travel, telephone and miscellaneous expenditures.

When writing the proposal, be clear and concise. Define any words or concepts that might be ambiguous. Once a draft of the proposal has been

written, share it with the fundraising committee or other members and respond to their reactions.

Call the contact person at the donor's office a few weeks after the proposal has been received. Ask if they have read it, if you can set up an appointment to discuss it, if they have any questions and if additional materials are needed.

Following Up on Funder Response

Frequently donors will be impressed with a proposal but may have reservations about certain components. If so, ask for a chance to discuss possible adjustments or clarifications. Some funders are experienced in citizen education events and may have valuable suggestions. However, your group should have a clear notion of where it is willing to make changes. Don't agree to alterations that will compromise your goals or your organization's standards. If changes are agreed to, it is best to confirm them in writing to be sure both parties understand exactly what the revised project will look like.

After each fundraising interview, send a personal note thanking the donor for considering your proposal and taking the time to discuss it with you. Include any additional information you had promised to send and do so promptly.

Be prepared for rejection. It is likely you will be turned down for funding more often than accepted. However, it is important to maintain good relations with both those who donate money to your project and those who do not. A source that turns down your request may be able to support other projects in the future or may be able to refer you to other potential donors. In addition, if you are turned down it may be helpful to call the funder and politely ask for an explanation, so that you do not repeat any mistakes.

Of course, a personalized thank-you should be sent to the donor that decides to back your project. But the relationship only begins here. Your funder will want to be kept informed about the project's progress and should be invited to attend part or all of your program.

At the end of a project, the funder will expect a final report, the specifics of which will vary. To give a full accounting to the funder you will need to keep clear, accurate and complete records throughout the life of the project.

Summary

Fundraising is a difficult yet often necessary task. By using the creativity and energy of your members, a successful fundraising venture can distinguish your project and your organization as professional and relevant to the community. The keys to successful fundraising include thoroughly researching prospective funders, presenting your project as a great opportunity to funders—and being persistent.

Fundraising Tips

- Wealthy individuals are often interested in funding projects that focus on issues of particular concern to them.
- To show that you have local support, get commitments from local funders before going to out-of-area funding institutions.
- Instead of money, consider requesting in-kind contributions such as printing, meeting facilities, office furniture, promotional advertisements, transportation or office supplies.
- While it is appropriate to meet with potential funders before your proposal is fully developed, do not expect them to take the initiative in developing your ideas into a project proposal.
- You can cultivate donors for future projects by sending them information about your organization or volunteering to sit on their advisory boards.
- Follow-up is vital to ensure that your proposal or request receives attention from the funding source.

Further Reading

Flanagan, Joan. *The Grass Roots Fundraising Book: How to Raise Money in Your Community* (The Youth Project, 2335 18th Street, NW, Washington, DC 20009), 1982, $8.95.

Margolin, Judith. *Foundation Fundamentals* (The Foundation Center, 888 Seventh Avenue, NY, NY 10019), 1986, $9.95.

Mitiguy, Nancy. *The Rich Get Richer and the Poor Write Proposals* (Center for Organizational and Community Development, 225 Furcolo Hall, University of Massachusetts, Amherst, MA, 01003), 1978, $7.00.

Program Planning and Proposal Writing (The Grantsmanship Center, 650 Spring Street, Suite 507, Los Angeles, CA 90014, 213-689-9222), 1987, $3, or $4 for the expanded version.

The Grantsmanship Center News (650 Spring Street, Suite 507, Los Angeles, CA 90014), $15 yearly subscription.

White, Virginia. *Grants: How To Find Out About Them and What To Do Next* (Plenum Press: 227 West 17th Street, NY, NY 10011), 1975.

The Media Component

- *Setting The Groundwork*
- *Publicity Techniques*
- *Further Reading*

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3. Newsletters from churches or other citizen groups often list events that may be of interest to their members and will promote the activity in their own newsletters. Using the same descriptive format described above, send a letter to the organization requesting a mention in their publication. Be sure to know when the next issue will be released and whether the timing serves your needs.

4. Press conferences should be reserved for announcements of utmost importance. Editors and news directors will not send reporters to cover a press conference that does not impress them as "hot" news. Pick occasions for news conferences carefully and make sure they involve a major announcement that will provoke questions.

Some reasons you might consider for calling a press conference include the attendance of a particularly well-known or controversial figure at your event ("Former President Jimmy Carter will be speaking at the League of Women Voters of Birmingham Conference on International Human Rights"), to announce the surprising results of a community survey ("A poll conducted by the League of Women Voters of Freeport reveals that 80% of the local citizens oppose attracting defense contractors to bolster the local economy"), or to announce the scheduling of a debate ("Senator Phyllis Conners will debate General Howard Wilson on the communist threat in Central America").

Plan the timing for a news conference to get the best attendance and coverage. News conferences are generally held early in the day to facilitate same-day media coverage. Mail notices, or press advisories, to your media contacts announcing the time, date and location, participants and subject matter. Provide just enough information to provoke interest, but don't give your story away. Follow up with a phone call to the editor or staff that makes assignments. If time is short, place a phone call instead of sending a press advisory.

The press conference agenda should include an opening statement by the organization's spokesperson and a question-and-answer period. No

Sample news release

FOR IMMEDIATE RELEASE
June 4, 1987

Contact: Janice Kaplan
(202) 429-1965

Media Advisory

What: League of Women Voters Education Fund will hold a three-day conference on *Redefining National Security.*

Who: Rep. Jan Meyers (R KA)
Topic: "The Future of U.S. Policy in the Third World"
Dick Clark, former senator from Iowa and director of U.S.-Soviet relations at the Aspen Institute
Topic: "The Future of the East-West Conflict"
Dotty Lynch, CBS News
William Gamson, Boston College
Tom Farer, the University of New Mexico
Tony Wagner, the Public Agenda Foundation
Andrea Di Lorenzo, the National Education Association
Panel Discussion: "Bridging the Gap Between the Public and the Expert"

When: June 19-21, 1987

Where: Mayflower Hotel
Washington, DC

more than two people should respond to questions. The press conference should not be longer than 30 minutes.

5. Interviews on television or radio talk shows are an ideal way to lend visibility to your organization, your project and the issues your organization considers important. If you cannot interest prime-time or noon program directors in your message, call directors of Sunday morning talk shows. They are often searching for interesting guests to fill these spots.

6. PSAs (public service announcements) are a source of free publicity offered by radio and television stations to meet their obligation to serve the public. These 30- or 10-second spot announcements must be of general interest, rather than promoting a specific program. You may want to use PSAs to generate public interest in a particular national security issue in addition to the publicity targeted at your citizen education event.

There is often a great deal of competition between nonprofit organizations for free air time, so don't assume the station will choose your message to broadcast. A station is most likely to air a well produced and effective PSA or one that features a celebrity.

Target the marketing of your PSA to stations that are most likely to attract the audience you want. Call stations before developing a PSA to find out the preferred length, the preferred form, the station's deadline, the number of copies required and where and to whom they should be sent.

Paid Publicity or Promotion Techniques

1. Posters and Flyers—Posters should be colorful and eye-catching and should explain the necessary details, but try to avoid clutter. Include a telephone number so that those interested can get additional information. It is helpful to place some posters a week or more before the event and then again about two days before the event. These can be placed in schools and libraries, community centers, on campuses or in shopping areas. Ask businesses to hang a poster in their window, place flyers on their counters or post a notice on their bulletin boards.

2. Paid advertisements should be investigated and evaluated based on cost, reach and timing. Plan the timing of your ads carefully. Using your logo or photographs for print ads makes them visually interesting. Call your paper to be sure of deadlines whether you need camera-ready copy or if the paper will lay out the ad. Consider ads in several sizes. Be prepared to pay in advance.

Radio can be a relatively inexpensive medium for reaching a large audience. Radio stations have their biggest audiences—and therefore charge their highest rates—during "drive time" in the morning and late afternoon. You will need to work closely with a station's advertising manager to determine the most effective and economical way to deliver your message. If you want to expand the diversity of your audience, spread your radio ads among different stations and different times. If you want to target a particular segment,

Promotion Tips

- Call media sources to research their deadlines, advance notice requirements, procedures, preferences and who makes editorial or program decisions.
- Make suggestions to editors or news directors to cover the human interest angle to your event—a notable speaker or a local hook.
- Encourage interested citizens to write letters-to-the-editor on the importance of this citizen education event.
- Prepare a press kit to distribute to media representatives who attend your event. Include any relevant press releases, background articles, information on the sponsoring group, agenda, list of participants, biographies of speakers and key organization members.
- Remember to accomodate the press at the event in other ways—do they have a good view? is there an opportunity to take pictures or ask questions of the speakers? do you need to plan for television coverage?
- After the event send thank-you letters to members of the press who were particularly helpful in your promotion efforts.

focus your ads on a station that appeals to that audience.

Buying time on commercial television is expensive. *Broadcasting/Cablecasting Yearbook* lists all the outlets by city and their rates. Before buying any time, find out the potential audience for your ad at any particular time and channel. Consider that cable subscribers may constitute a special audience.

Further Reading

Publicity Guide (American Friends Service Committee, Information Services, 1501 Cherry Street, Philadelphia, PA 19102, 215-241-7000), $10.

We Interrupt This Program . . . A Citizens Guide to Using the Media for Social Change (Citizen Involvement Training Project, 20001 Beacon Street, Brookline, MA 02146), $7.25.

The Citizen Action Skills Manual (Professionals' Coalition for Nuclear Control, 1616 P Street, NW, Washington, DC 20036), $1.00.

Reaching Out

Reaching Out

A successful citizen education campaign reaches beyond the groups most often familiar with the issues to the wider community, generating a long-term interest among groups and individuals who were previously unengaged in a particular issue. The key is to illustrate and dramatize how global issues are related to the issues that your target audience already considers important.

Global issues can easily transcend the issue categories that groups often focus on—environmental, labor, professional. Due to the common impact and widespread consequences of national security policies, they can be readily linked to many other concerns. In addition, citizen education activities that are nonpartisan and nonjudgmental can be attractive to people from a variety of political perspectives and social attitudes.

A citizen education effort that reaches out to many different segments of the population, such as women's organizations, senior citizens, environmental groups, youth groups, minority communities, church groups and labor unions, will have a wider impact on the community and a longer-term effect. Reaching out to a variety of groups will encourage a wide range of ideas and increase the availability of other resources for citizen education activities on these issues. Also important is the fact that people tend to be drawn to those issues that they hear about from friends or coworkers. People often attend activities that their friends, neighbors, coworkers and relatives have recommended.

Any effort to reach out to organizations or individuals that you have not worked with in the past requires forethought, sensitivity, careful planning and a willingness to cooperate. Before designing an outreach education program, explore the concerns of the groups you want to involve as well as their interest in working together. Talk with members of the group or community, meet with those in leadership positions and develop a survey, needs assessment or other means of information gathering to discover their political and social at-

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titudes and knowledge. It is very important to include representatives of targeted groups in this phase as well as later in the planning and implementation of a specific citizen education project.

It is smart to begin by securing the interest of the group's leadership, giving them a stake in the success of the project and in continuing citizen education work on global issues. Consider forming a planning committee that includes members of the targeted group and listen carefully to their contributions. You may want to go a step further and encourage the other group to design and hold the event while members of your organization serve as technical and issue advisors.

When promoting the event, emphasize the name of the targeted group and advertise in the media most accessible to that group. For example, if a Hispanic group is your target, promote the event in the neighborhood and Spanish-language newspapers (e.g., "Immigration and U.S. Central American Policy" sponsored by the Association of San Antonio Hispanics and the League of Women Voters). An additional way to foster the commitment of that group's leadership is to show your corresponding interest and willingness to work with them on issues they find most important.

When approaching a new group, demonstrate the natural connections between the issues of concern to them and national security issues. Use those connections as a hook to draw attention to the project and as the starting point for discussion. For example, some minority groups are particularly interested in domestic budget issues. Many aspects of national security can be addressed by beginning with a look at the trade-offs in the federal budget between defense and domestic programs and the resulting impact on communities. A labor union in a community with a defense industry can be attracted by a program that focuses on plans for the community in the event of dwindling defense spending. Youth group members may be concerned about their ability to get jobs and can easily make a connection between their concerns and international trade. In working with environmental groups you might discuss such issues as the environmental effects of third-world development projects funded by the United States. Use these hooks as the springboard for a more in-depth look at national security.

As with any citizen education activity, but particularly when you are attempting to generate interest among other groups, focus on activities that encourage active participation, require critical thinking and offer opportunities for the participants to consider alternative policies and points of view.

Following is a partial list of organizations that you may want to consider working with on a citizen education project. It is not exhaustive—it is meant only to stimulate ideas on similar groups that might be active in your community. These organizations may also serve as resources to help you find similar groups located in your area. If you to wish to involve minority groups, but are unsure of whom to call, for example, you could first contact the state or local Urban League or NAACP. While the national affiliate of some of the groups listed below have positions on issues or belong to coalitions concerned with global issues, that does not always translate into an active or knowledgeable local chapter. (See *Organizations* in *Appendix* for more.)

Campus Organizations

B'nai B'rith Hillel Federation
College Democrats
College Republicans
Fraternities/Sororities
Mexican-American Student Organization
Movimiento Estudiantil Chicano de Aztalan
Overseas Development Network
U.S. Student Association

Civil Rights Groups

Congress of Racial Equality (CORE)
National Association for the Advancement of Colored People (NAACP)
Southern Christian Leadership Conference
Urban League

Community Groups

American Legion
Chamber of Commerce
Frontiers International
General Federation of Women's Clubs
Kiwanis Clubs
League of Women Voters
National Association of Colored Women's Clubs

Prince Hall Masonry
Rotary Clubs

Environmental Groups

Environmental Defense Fund
National Audubon Society
National Wildlife Federation
Sierra Club
The Wilderness Society

Ethnic Organizations

Arab-American associations
Coalition of Eastern Native Americans
League of United Latin American Citizens (LULAC)
Korean Association

Labor Organizations

Amalgamated Clother and Textile Workers
American Federation of State, County and Municipal Employees
American Federation of Teachers
Coalition of Black Trade Unionists
International Ladies Garment Workers Union
International Association of Machinists and Aerospace Workers
National Union of Hospital and Health Care Workers
United Farm Workers of America

Professional Groups

American Association of University Women
American Bar Association
International Association of Business Communicators
Business and Professional Womens Clubs
National Association of Negro Business Professional Women
National Association of Social Workers
National Bar Association
National Education Association (NEA)
Women in Communications

Religious Groups

Church and denominational organization members
Synagogue and temple members
Interfaith organizations

Senior Citizen Groups

American Association of Retired Persons
Gray Panthers
National Council of Senior Citizens
Older Women's League

Women's Groups

Daughters of the American Revolution
National Council of Jewish Women
National Council of Negro Women
National Organization for Women

Youth or Student Groups

4-H Clubs
Boys Clubs
Boy Scouts/Girl Scouts
Camp Fire Girls
YMCA/YWCA

Reaching Out Tips:

1. Rather than inviting a new group to a regular meeting of your own organization, center your outreach activities on the targeted group and design the program with them in mind. Learn as much as you can about the major concerns of the group.

2. Work alongside the targeted group's leadership or offer to give them technical advice based on your experience. Don't try to "take over" their organizational structure.

3. Encourage active participation and critical thinking. Avoid lecturing to the group or assuming that they have no interest or knowledge in national security issues.

4. Emphasize the interrelationships between global issues and local issues and the need to explore wide-reaching solutions. Do not give the impression that your issues are more important than theirs and that their organization should change its focus.

Evaluating The Project

Evaluating The Project

While still in the planning phase for your citizen education project, develop standards to use for evaluating all stages of the project, including the process for planning, implementation and follow-up. The purpose of project evaluation is to determine if your goals have been met and what you will need to plan for future activities.

Don't wait until the project is over to start the evaluation process. It is helpful to evaluate the project at the halfway point to determine if your timelines are being met, if tasks are being accomplished, if resources are being used efficiently and if your goals and activities are consistent. If the project is long and complex, it may be useful to schedule additional interim evaluations so that you do not lose sight of the overriding objectives.

Design the evaluation with your goals in mind. Depending on the type of citizen education project and your resources, you may want to build-in one or several evaluation mechanisms. Consider some of the following ideas.

- Evaluation questionnaires can be distributed to the audience or participants of the educational event asking them to rate the usefulness of individual segments, speakers, written materials distributed and what was learned. Ask what would have made the project more effective.
- For workshops or other activities with a limited number of participants, schedule time at the end of the session for a group discussion on the merits of the activity. Have discussion questions planned and encourage participants to speak freely.
- If your citizen education project involves the broadcast of an educational television program, work with the broadcaster on measuring the size of the audience.
- For large projects that are expected to have a wide reach in the community, conduct a public opinion poll, either by telephone or personal interview, to see if levels of knowledge or attitudes had changed since the event.
- Invite several professionals, with expertise in public education and national security issues, to observe and evaluate how the ideas are presented at the citizen education project.
- Have each member of the project committee keep a detailed record of their activities—successes, obstacles and suggestions for the future.

At the conclusion of the project, prepare a thorough written evaluation that includes a detailed budget analysis, a determination if goals have been realized, fully or partially, and the visibility gained in the community. Include an examination of failures, mistakes and difficult hurdles, how these were handled and what you would have done differently. Also include details of the successes and what you attribute those to. You will want to use evidence of success to promote your next project to funders and the public, and to use details about the obstacles to make your next project an even bigger success.

Sample Conference Evaluation
The Citizen's Role in National Security

Please rate conference activities on the scale:

	Very helpful	Somewhat helpful	Not helpful
1. Panel discussions			
Youthful Fears of Nuclear War	☐	☐	☐
Teaching in a Nuclear Age	☐	☐	☐
2. Working groups			
Arms Control—What It Means	☐	☐	☐
U.S. Relations with the Third World	☐	☐	☐
Global Thinking in the Classroom	☐	☐	☐
How Will the Defense Budget Affect MY Future?	☐	☐	☐

Did attendance at this conference alter your opinion of the value of a national security curriculum? If so, how?

Overall, how effectively did the conference address your questions about teaching national security to students?

How well did the conference address the substance of national security issues?

What was the most valuable part of the conference? Why?

What was the least valuable part of the conference? Why?

How would you evaluate conference logistics? Hotel, food, scheduling, other?

What similar activities would you like to see in the near future?

Would you be interested in becoming involved in future activities?

Appendix I

• *Organizations That Can Help You*

Membership Organizations

Arms Control/Military Policy/Military Budget
Foreign Aid
Religious Organizations
Women's Peace Groups

Organizations That Provide Resources *(Listed by issue)*

Africa
Arms Control/Military Policy/Military Budget
Central America
Foreign Aid
Peace/Conflict Resolution/ Alternative Approaches
Trade/Debt
United Nations
U.S.-Soviet Relations

Appendix I

Organizations That Can Help You

The organizations listed below are divided into two major categories: (1) organizations with nationwide **Membership** and (2) organizations that provide educational **Resources** on specific issues.

The purpose of listing membership organizations is to help you locate people in your own community with whom you can work on national security and foreign policy issues. The goals are to learn from each other and to maximize your human and material resources.

The listings for membership organizations include the address of the national office. Consult the phone book to see if there is a local chapter in your community. All of these organizations devote resources to national security and foreign policy issues. Some are devoted exclusively to these issues, others have multi-issue agendas.

Organizations in the second category provide educational resources on specific issues. Each listing includes the type and cost of available materials and how to obtain them. You can also write for publications catalogs, which will contain a complete list of resources for each organization.

These resources are based on two criteria: usefulness to a lay audience (which we've defined as concise, easy-to-read and widely available) and cost (meaning, of course, inexpensive).

Membership Organizations

Arms Control/Military Policy/ Military Budget

American Association of University Women
2401 Virginia Avenue, NW
Washington, DC 20037
(202)785-7700

Americans for Democratic Action
815 15th Street, NW
Washington, DC 20005
(202)638-6447

Common Cause
2030 M Street, NW
Washington, DC 20036
(202)833-1200

Greenpeace
1611 Connecticut Avenue, NW
Washington, DC 20009
(202)462-1177

Jobs with Peace
76 Summer Street
Boston, MA 02110
(617)338-5783

League of Women Voters
1730 M Street, NW
Washington, DC 20036
(202)429-1965

National Council of World Affairs Organizations
1619 Massachusetts Avenue, NW, Suite 200
Washington, DC 20036
(202)663-5950

Physicians for Social Responsibility
1601 Connecticut Avenue, NW
Suite 800
Washington, DC 20009
(202)939-5750

SANE/Freeze
711 G Street, SE
Washington, DC 20003
(202)546-7100

Foreign Aid

Bread for the World
302 Rhode Island Avenue, NE
Washington, DC 20018
(202)269-0200

Committee in Solidarity with the People of El Salvador (CISPES)
1314 14th Street, NW
Washington, DC 20005
(202)265-0390

National Audubon Society
950 3rd Avenue
New York, NY 10022
(212)832-3201

Religious Organizations

American Friends Service Committee (Quaker)
1501 Cherry Street
Philadelphia, PA 19102
(215)241-7000

Baptist Peace Fellowship
222 East Lake Drive
Decatur, GA 30030
(404)377-8423

Clergy and Laity Concerned
198 Broadway
New York, NY 10038
(212)964-6730

Episcopal Peace Fellowship
620 G Street, SE
Washington, DC 20003
(202)543-7168

Interfaith Center to Reverse the Arms Race
132 Euclid Avenue
Pasadena, CA 91101
(818)449-9430

Jewish Peace Fellowship
Box 271
Nyack, NY 10960
(914)358-4601

Lutheran Peace Fellowship
2481 Como Avenue West
St. Paul, MN 55108
(612)644-1140

Mennonite Central Committee
U.S. Peace Section
110 Maryland Ave., NE
Washington, DC 20002
(202)544-6564

National Catholic Conference
1200 Varnum Street, NE
Washington, DC 20017
(202)529-6480

Presbyterian Church, USA
110 Maryland Ave., NE
Box 52
Washington, DC 20002
(202)543-1126

Sojourners
P.O. Box 29272
Washington, DC 20017
(202)636-3637

Union of American Hebrew Congregations
2027 Massachusetts Ave., NW
Washington, DC 20036
(202)387-2800

Unitarian Universalist Association
100 Maryland Ave., NE
Washington, DC 20002
(202)547-0254

United Church of Christ/Office for Church in Society
5113 Georgia Ave., NW
Washington, DC 20011
(202)291-1593

United Methodist Church
110 Maryland Ave., NE
Washington, DC 20002
(202)488-5633

Women's Peace Groups

Grandmothers For Peace
909 12th Street, #118
Sacramento, CA 95814
(916)444-5030

Mothers Embracing Nuclear Disarmament (MEND)
Box 2309
La Jolla, CA 92038
(619)454-3343

Peace Links
747 8th Street, SE
Washington, DC 20003
(202)544-0805

Women's Action for Nuclear Disarmament (WAND)
Box 153
New Town Branch
Boston, MA 02258
(617)563-6740

Women Against Military Madness
Suite 125-B
3255 Hennepin Ave., South
Minneapolis, MN 55408
(612)827-5364

Women's International League for Peace and Freedom
1213 Race Street
Philadelphia, PA 19107
(215)563-7110

Women Strike for Peace
145 S. 13th Street
Philadelphia, PA 19107
(215)923-0301

Organizations That Provide Resources (Listed by Issue)

Africa

Africare
440 R Street, NW
Washington, DC 20001
(202)462-3614

Transafrica
545 8th Street, SE, Suite 200
Washington, DC 20003
(202)547-2550

Washington Office on Africa
110 Maryland Avenue, NE, Suite 112
Washington, DC 20002
(202)546-7961

Arms Control/Military Policy/ Military Budget

American Association for the Advancement of Science (AAAS)
Arms Control and National Security
1333 H Street, NW
Washington, DC 20005
(202)326-6490

American Security Council
199 S. Capitol Street, NW., Suite 500
Washington, DC 20003
(202)484-1676

Arms Control Association
11 Dupont Circle, NW
Washington, DC 20036
(202)797-6450

Center for Defense Information
1500 Massachusetts Avenue, NW
Washington, DC 20005
(202)862-0700

Coalition for a New Foreign Policy
712 G Street, SE
Washington, DC 20003
(202)546-8400

Coalition for SDI
1010 Vermont Avenue, NW, Suite 1016
Washington, DC 20005
(202)347-0140

Committee for National Security
1601 Connecticut Avenue, NW, Suite 301
Washington, DC 20009
(202)745-2450

Committee on the Present Danger
905 16th Street, NW
Washington, DC 20006
(202)628-2409

Council on Economic Priorities
84 5th Avenue
New York, NY 10011
(212)691-8550

Defense Budget Project
236 Massachusetts Avenue, NE, Suite 301
Washington, DC 20002
(202)546-9737

Federation of American Scientists
307 Massachusetts Avenue, NE
Washington, DC 20002
(202)546-3300

Foreign Policy Association
729 7th Avenue
New York, NY 10019
(212)764-4050

High Frontier
1010 Vermont Avenue, NW, Suite 1000
Washington, DC 20005
(202)737-4979

Institute for Policy Studies
1901 Q Street, NW
Washington, DC 20009
(202)234-9382

National Campaign to Save the ABM Treaty
1601 Connecticut Ave., NW, Suite 701
Washington, DC 20009
(202)939-5770

Peace Through Strength Coalition
American Security Council
499 South Capitol St., Suite 500
Washington, DC 20003
(202)484-1676

Project on Military Procurement
422 C Street, NE
Washington, DC 20002
(202)543-0883

Roosevelt Center for American Policy Studies
316 Pennsylvania Ave., SE, Suite 500
Washington, DC 20003
(202)547-7227

Union of Concerned Scientists
1616 P Street, NW
Washington, DC 20036
(202)332-0900

Central America

Christic Institute
1324 N. Capitol St., NW
Washington, DC 20002
(202)797-8106

Coalition for a New Foreign Policy
712 G Street, SE
Washington, DC 20003
(202)546-8400

Commission of U.S.-Central American Relations (International Center for Development Policy)
731 8th St., SE
Washington, DC 20003
(202)547-3800

Institute for Policy Studies
1901 Q Street, NW
Washington, DC 20009
(202)234-9382

Nicaragua Network
2025 Eye Street, NW
Suite 212
Washington, DC 20006
(202)223-2328

North American Congress on Latin America (NACLA)
151 W. 19th Street
9th Floor
New York, NY 10011
(212)989-8890

Policy Alternatives for the Caribbean and Central America (PACCA)
1506 19th Street, NW
Washington, DC 20036
(202)332-6333

Religious Task Force on Central America
1747 Connecticut Ave., NW
Washington, DC 20009
(202)387-8621

Roosevelt Center for American Policy Studies
316 Pennsylvania Avenue, SE
Washington, DC 20003
(202)547-7227

Washington Office on Latin America, (WOLA)
110 Maryland Ave., NE
Suite 401
Washington, DC 20002
(202)544-8045

Foreign Aid

Institute for Policy Studies
1901 Q Street, NW
Washington, DC 20009
(202)234-9382

Interaction
1815 H Street, NW, Suite 11
Washington, DC 20006
(202) 822-8429

Interfaith Action for Economic Justice
110 Maryland Avenue, NE
Washington, DC 20002
(202)543-2800

Overseas Development Council
1717 Massachusetts Ave., NW
Washington, DC 20036
(202)234-8701

Oxfam America
302 Columbus Ave.
Boston, MA 02116
(617)247-3304

United Nations Association
1010 Vermont Ave., NW
Washington, DC 20005
(202)347-5001

Peace/Conflict Resolution/ Alternative Approaches

Amnesty International USA
322 8th Avenue
New York, NY 10001
(212)807 8400

Beyond War
222 High Street
Palo Alto, CA 94301
(415)328-7750

Institute for Defense and Disarmament Studies (IDDS)
20001 Beacon Street
Brookline, MA 02146
(617)734-4216

National Peace Institute Foundation
110 Maryland Ave., NE
Washington, DC 20002
(202)546-9500

Project Victory
Box 21146
Washington, DC 20009
(202)667-4464
California Office:
560 Oxford Way
Suite 1
Palo Alto, CA 94306

World Federalists
1011 Arlington Blvd., South, W-119
Arlington, VA 22209
(703)524-2141

World Policy Institute
777 United Nations Plaza
New York, NY 10017
(212)490-0010

Trade/Debt

AFL-CIO
815 16th Street, NW
Washington, DC 20006
(202)637-5000

Bretton Woods Committee
1616 H Street, NW
Suite 400
Washington, DC 20006
(202)842-3711

Consumers for World Trade
1001 Connecticut Ave., NW
Washington, DC 20036
(202)785-4835

Debt Crisis Network
c/o Institute for Policy Studies
1901 Q Street, NW
Washington, DC 20009
(202)234-9382

Interfaith Action for Economic Justice
110 Maryland Avenue, NE
Washington, DC 20002
(202)543-2800

Interfaith Foundation
110 Maryland Ave., NE
Washington, DC 20002
(202)543-2800

Institute for Policy Studies
1901 Q Street, NW
Washington, DC 20009
(202)234-9382

Overseas Development Council
1717 Massachusetts Ave., NW
Washington, DC 20036
(202)234-8701

United Nations

United Nations Association
485 Fifth Ave.
New York, NY 10017
(212)697-3232
Washington Office:
1010 Vermont Ave., NW, Suite 904
Washington, DC 20005
(202)347-5004

United Nations Department for Disarmament Affairs
Coordination and World Disarmament Campaign Section
The United Nations
Rm. 3161
(212)963-5311

U.S.-Soviet Relations

American Committee on U.S.-Soviet Relations
109 11th Street, SE
Washington, DC 20003
(202)546-1700

Committee for National Security
1601 Connecticut Avenue, NW, Suite 301
Washington, DC 20009
(202)745-2450

Foreign Policy Association
729 7th Avenue
New York, NY 10019
(212)764-4050

Institute for Soviet-American Relations
1608 New Hampshire Avenue, NW
Washington, DC 20009
(202)387-3034

Public Agenda Foundation
6 East 39th Street
New York, NY 10016
(212)686-6610

Stanley Foundation
420 East Third Street
Muscatine, IA 52761
(319)264-1500

Women for a Meaningful Summit
1201 16th Street, NW
Washington, DC 20036
(202)822-7492

Appendix II

Keeping Current

Newspapers
News Magazines
Commentary
National Security/Foreign Policy Journals
Organizational Publications
Alternative Press
Think-Tank Publications
Technical/Scientific Journals
U.S. Government
Other Selected Resources

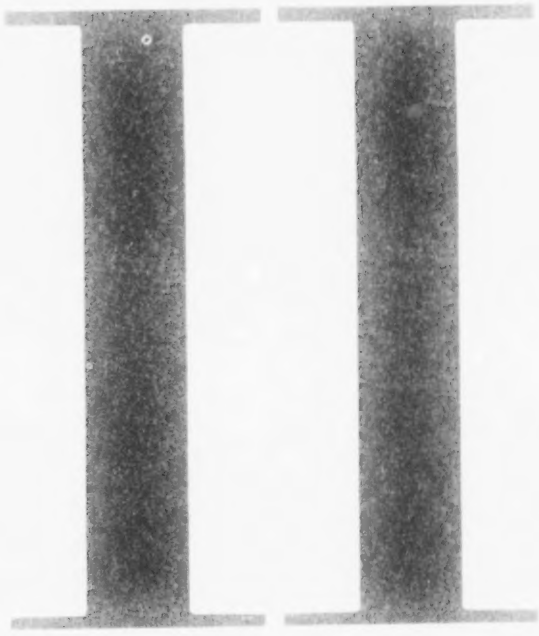
Getting Answers

Resource Guides/Directories
Information/Referral Services/Speakers
Reference Books

Finding Program Resources

Resource Packets
Audiovisual Materials
Visual Aids

Setting Up Exchange Programs



Appendix II

Resources

If you live in an area in which educational materials on national security and foreign policy topics are difficult to find, you may want to consider building a small, personal "library" of resources that provide you with information on an ongoing basis. To do this, you will probably have to order resources by mail—buying books from the publisher and subscribing to a small number of newspapers, magazines and journals.

You might consider the following elements as part of your library: 1-2 background books on the subject(s) of your choice; one major newspaper; one news magazine; one opinion journal with articles on your subject(s); and 1-3 newsletters from organizations specializing in your issues. While this method requires some investment, it will give you confidence that you are up-to-date on issues of importance to you.

If you live in an area that has good bookstores and public libraries or a university library, you should have little trouble finding many of the newspapers, journals and books listed here.

Keeping Current

Newspapers
(Daily coverage of news events)

Christian Science Monitor
(in-depth coverage of foreign affairs)
1 Norway Street
Boston, Massachusetts 02115
$114/year

Los Angeles Times
(good international coverage)
Times Mirror Square
Los Angeles, CA 90053
Attn: Mail subscription
$5.50/week for daily and Sunday
(minimum of 4 weeks)

Miami Herald
(good coverage of Central America)
1 Herald Plaza
Miami 33132
$27/13 weeks

New York Times
(excellent international coverage; also has index to issues)
229 W. 43rd Street
New York, NY 10036
$185/year

Wall Street Journal
(coverage of economic and trade issues)
200 Burnette Road
Chicopee, Massachusetts 01020
$119/year

Washington Post
(best coverage of national political events; also has index to isssues)
1150 15th Street, NW
Washington, DC 20071
$265.20/year (out-of-town); $111.80/year (in-town)

News Magazines

(Concise reporting of the week's major news stories)

Newsweek
The Newsweek Building
P.O. Box 403
Livingston, NJ 07039-9967
$41/year

Time
Time & Life Building
Rockefeller Center
New York, NY 10020-1393
$58.24/year

U.S. News
U.S. News & World Report, Inc.
2400 N Street, NW
Washington, DC 20037-1196
$34.50/year

Commentary

(Opinion on national security/foreign policy issues)

The Atlantic Monthly
Box 2547
Boulder, CO 80322
$9.95/year

Commentary
165 E. 56th Street
New York, NY 10022
(212)751-4000
$36.00/year

Harper's
P.O. Box 8993
Silver Spring, MD 20907
(301)565-7820
$18.00/year

The Nation
Box 1953
Marion, OH 43305
$30/year

The National Review
Circulation Department
The National Review
150 E. 35th Street
New York, NY 10016
$30/year

The New Yorker
25 W. 43rd Street
New York, NY 10036
(212)695-1414
$32.00/year

The New Republic
P.O. Box 56515
Boulder, CO 80322
$50/year

National Security/Foreign Policy Journals

(Substantive articles on a variety of national security/foreign policy topics)

Atlantic Community Quarterly
(U.S.-European issues)
1616 H Street, NW
Washington, D.C. 20006
$18/year

Current History
(regional foreign policy issues)
4225 Main Street
Philadelphia, PA 19127
$27/year

Daedalus
(military policy, arms control)
P.O. Box 515
Canton, Massachusetts 02021
$16/year 4 issues per year

Foreign Affairs
(This journal and Foreign Policy *(below) fill the same function; you might try to find a current issue of each on the newsstand and compare.)*
P.O. Box 2615
Boulder, CO 80322
$28/year

Foreign Policy
Subscription Department
P.O. Box 984
Farmingdale, NY 11737-9684
$21/year

International Security
(foreign/military policy)
MIT Press Journals
55 Hayward Street
Cambridge, Massachusetts 02142
$20/year

NACLA Report on the Americas
(Latin America)
NACLA
151 West 19th Street
9th Floor
New York, NY 10011
$20/year

The National Journal
(defense, foreign policy)
Government Research Corp.
1730 M Street, NW
Washington, DC 20036
$389/year

Nuclear Times
(peace, arms control)
1601 Connecticut Ave., NW
Washington, DC 20009
$21/year (six issues)

World Policy Journal
(new approaches to U.S. security problems)
777 United Nations Plaza
New York, NY 10017
$20/year (four issues)

Organizational Publications

(Short, concise articles on topics of current interest; good for the person who wants up-to-date information in an easy-to-read format.)

Arms Control Today
(arms control)
Arms Control Association
11 Dupont Circle, NW
Washington, DC 20036
10 issues/year $25 (includes Arms Control Assn. membership)

Closeup
(foreign/military policy, Central America)
Coalition for a New Foreign and Military Policy
712 G Street, SE
Washington, DC 20003
For 1-25 copies, 25¢ each; over 25, 12¢ each, plus shipping and handling.

Common Cause Magazine
(arms control, military policy)
Common Cause
2030 M Street, NW
Washington, DC 20036
$20/year

The Defense Monitor
(arms control, military policy)
Center for Defense Information
1500 Massachusetts Ave., NW
Washington, DC 20005
10 issues/year. Free with contribution of $25 or more.

Disarmament Times
777 United Nations Plaza
Room 1A-2
New York, NY 10017
6 issues/year $10

Factsheets
Council for a Livable World
100 Maryland Ave., NE
Washington, DC 20002
Free with contribution

The InterDependent
UN Association-USA
485 5th Avenue
New York, NY 10017
6 issues/year, $10

The National Voter
League of Women Voters
1730 M Street, NW
Washington, DC 20036
6 issues/year, $8

Nucleus
Union of Concerned Scientists
26 Church Street *(continued)*

Cambridge, Massachusetts 02238
4 issues/year. Free with minimum contribution of $10

Policy Focus
Overseas Development Council
1717 Massachusetts Ave., NW
Washington, DC 20036
$16/year

Public Interest Report
Federation of American Scientists
307 Massachusetts Ave., NE
Washington, DC 20002
$25/year

Surviving Together: A Journal on Soviet-American Relations
(U.S.-Soviet relations)
Friends Committee on National Legislation and Institute for Soviet-American Relations.
1608 New Hampshire Ave., NW
Washington, DC 20009
$21/year regular, $18/year for teachers and $15/year for students

Alternative Press

In These Times
1912 Debbs Avenue
Mt. Morris, IL 61054
$36/year

International Security News
Topsfield Foundation, Inc.
Route 169, Box 203
Pomfret, CT 06258
$12/year

Mother Jones
1336 Haymarket Square
Marion, OH 43306
10 issues for $12

The Progressive
P.O. Box 54615
Boulder, CO 80321-4615
$23.50/year

Sojourners
Subscription Manager
Box 29272
Washington, DC 20017
$21/year

Utne Reader
(Excerpts and reviews of articles from over 1,000 independent magazines and newsletters)
P.O. Box 1974
Marion, OH 43305
6 issues/yr. $18.

The Village Voice
842 Broadway
New York, NY 10003
$32.76/year

Think-Tank Publications

(In-depth, academic treatment of issues; sometimes heavy going. Not for the casually interested.) Write to each organization for a publications catalogue.

American Enterprise Institute
1150 17th Street, NW
Washington, DC 20036

Aspen Institute for Humanistic Studies
1333 New Hampshire Ave., NW
Suite 1070
Washington, DC 20036

Atlantic Council
1616 H Street, NW
Third Floor
Washington, DC 20006

Brookings Institution
1775 Massachusetts Ave., NW
Washington, DC 20036

CATO Institute
224 2nd Street, SE
Washington, DC 20003

Center for Strategic and International Studies (CSIS)
1800 K Street, NW
Washington, DC 20006

Heritage Foundation
214 Massachusetts Ave., NE
Washington, DC 20002

Hudson Institute
1401 Ford Avenue
Alexandria, VA 20002

Wilson Center
Smithsonian Institution
955 L'Enfant Plaza SW, Suite 7400
Washington, DC 20560

Technical/Scientific Journals

(in-depth articles on military technology issues; for the truly committed)

Aviation Week and Space Technology
P.O. Box 1505
Neptune, NJ 07753
$55/year (qualified); $70/year (unqualified)

Bulletin of the Atomic Scientists
5801 S. Kenwood
Chicago, IL 60637
$24.50/year

Jane's Defense Weekly
4th Floor
115 5th Avenue
New York, NY 10003
$92.50/year

Scientific American
415 Madison Ave.
New York, NY 10017
$24/year

U.S. Government

Agency for International Development
(development aid, Economic Support Fund)
320 21st Street, NW
Washington, DC
(202)647-3504
Call or write for information on aid to specific countries. Free.

Arms Control and Disarmament Agency (ACDA).
Arms Control Update.
ACDA, Office of Public Affairs,
Washington, DC 20451
Attn: Arms Control Update
Free.

Defense, Department of.
Department of Defense Annual Report and *U.S. Military Posture* (both released with budget in early February each year). Department of Defense Public Information Office, The Pentagon, Washington, DC.
Defense Almanac (defense policy periodical). Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

U.S. General Accounting Office
(defense, international affairs)
U.S. General Accounting Office, P.O. Box 6015
Gaithersburg, MD 20877
(202)275-6241
First 5 copies free. Additional copies are $2.

State, Department of.
GIST (a quick reference aid on U.S. foreign policy topics) and *Current Policy* (reprints of major policy statements). Department of State, Bureau of Public Affairs, Washington, DC 20520
Both free.

Congressional Budget Office
(defense and international affairs)
Congressional Budget Office
House Annex D
2nd & D Streets, SW
Washington, DC 20515
Write for publications catalog.

Congressional Record
U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402
$225/year

Congressional Research Service
(defense and international affairs)
Library of Congress
Lm-213
1st and Independence Streets, SE
Washington, DC 20540
Write for publications catalog.

Democratic Study Group
(defense & foreign policy legislation)
Special Reports.
Room 219 House Annex # 2
Washington, DC 20515
Copies available on drop-in basis.

Republican Study Committee
433 Cannon House Office Building
Washington, DC 20515
(202)225-0587

Other Selected Resources

How Should America Respond to Gorbachev's Challenge? A Report of The Task Force On Soviet New Thinking. Published by the Institute for East-West Security Studies, 360 Lexington Avenue, New York, NY 10017. $5.00.

Post-Reagan America. (New York: The World Policy Institute, 1987.) 777 United Nations Plaza, New York, NY 10017, $8.95.

Barry, Tom and Deb Preusch. *The Central American Fact Book.* (New York: Grove Press, Inc., 1986.)

Cassen, Robert and Associates. *Does Aid Work?* (Oxford: Clarendon Press, 1986.)

LaFeber, Walter. *Inevitable Revolutions.* (New York: W.W. Norton & Co., 1983)

McNamara, Robert. *Blundering Into Disaster: Soviet-American Relations in the Atomic Age.* (New York: Pantheon, 1986.)

Minter, William. *King Solomon's Mines Revisited.* (New York: Basic Books, 1986.)

NARMIC/American Friends Service Committee. *What Are We Afraid Of? Facts and Fears About the Communist Threat in Central America.* 1501 Cherry Street
Philadelphia, PA 19102
$1.25 each

Nuccio, Richard A. *What's Wrong in Central America? A Citizen's Guide.* (New York: Roosevelt Center for American Policy Studies, 1986.)

Seidman, Ann. *The Roots of Crisis in Southern Africa.* (Trenton: Africa World Press, 1985.)

Getting Answers

Resource Guides/Directories

Building Municipal Foreign Policies: An Action Handbook for Citizens and Elected Officials.
Center for Innovative Diplomacy
17931 Skypark Circle
Suite F
Irvine, CA 92714
$6.00

The Busy Person's Guide to Social Action
(Unitarian Universalist Service Committee)
UUSC
78 Beacon Street
Boston, MA 02108
$5.00

Defense Catalog, 1987
Sydney Kramer Books
1722 H Street, NW
Washington, DC 20006

Directory of Public Interest Law Centers
(Organizations with programs devoted to legal representation on questions of public policy.)
Alliance for Justice
600 New Jersey Ave., NW
Washington, DC 20001
(202)662-9543

First Steps to Peace: A Resource Guide
(Introductory resources for people working for peace at grassroots level)
Joel Brooke Memorial
The Fund for Peace
345 East 46th St., Suite 207R
NY, NY 10017.
One copy, $2.95 postpaid; 5 copies, $10 postpaid.

Grassroots Peace Directory
(by region of country)
Topsfield Foundation, Inc.
Route 169, Box 203
Pomfret, CT 06258
$35.00

Handbook of Organizations Involved in Soviet-American Relations
(Goals, activities, resources of 131 organizations.)
The Institute for Soviet-American Relations
1608 New Hampshire Ave., NW
Washington, DC 20009
$15.

Media Resource Guide: How to Tell Your Story
Foundation for American Communications
3383 Barham Blvd.
Los Angeles, CA 90068
$5.

The Military Budget: A Women's Guide to Community Action
Defense Budget Project, Center on Budget and Policy Priorities
236 Massachussets Avenue, NE, Suite 301
Washington, DC 20002

Organizing a Conference on National Security
Committee for National Security
1601 Connecticut Ave., NW, Suite 301
Washington, DC 20009
$7.50 plus 15% postage and handling

Information/Referral Services/Speakers

ACCESS
1755 Massachusetts Ave., NW Suite 501
Washington, DC 20036
(202)328-2323

Arms Control Association
(arms control)
11 Dupont Circle, NW
Washington, D.C. 20036
(202)797-6450

Center for Defense Information
(arms control, military policy)
1500 Massachusetts Ave., NW
Washington, D.C. 20005
(202)862-0700

Coalition for a New Foreign Policy
(Central America)
712 G Street, SE
Washington, D.C. 20003
(202)546-8400

Committee for National Security
1601 Connecticut Avenue, NW, Suite 301
Washington, DC 20009
(202)745-2450

Institute for Defense and Disarmament Studies
(military technology, arms control)
2001 Beacon Street
Brookline, MA 02146
(617)734-4216

Institute for Policy Studies
(arms race and national security)
1901 Q Street, NW
Washington, D.C. 20009
(202)234-9382

NARMIC (National Action-Research on the Military-Industrial Complex), American Friends Service Committee
(Central America)
1501 Cherry Street
Philadelphia, PA 19102
(215)241-7000 Ask for NARMIC

Reference Books

Almanac of American Politics
(available in most libraries)

Congressional Directory
(available in most libraries)

Nuclear War Quotations
Center for Defense Information
1500 Massachusetts Ave., NW
Washington, DC 20005
$5.00

SIPRI (Stockholm International Peace Research Institute) Yearbook.
(available in most book stores and libraries)

Star Wars Quotes
Arms Control Association
11 Dupont Circle, NW
Washington, DC 20036
$3.00

The Statesman's Yearbook
St. Martin's Press
Scholarly and Reference Books Division
175 Fifth Avenue
New York, NY 10010
$55.00

World Military and Social Expenditures
World Priorities
P.O. Box 25140
Washington, DC 20007
$6.00

World Military Expenditures and Arms Transfers
(Arms Control and Disarmament Agency)
ACDA, Office of Public Affairs
Washington, DC 20451

Finding Program Resources

Resource Packets

Nuclear War Prevention Kit
Center for Defense Information
1500 Massacussets Avenue, NW
Washington, DC 20005
$5.00 each/ 10 for $12.00

Coalition for a New Foreign Policy Information Packet.
712 G Street, SE
Washington, DC 20003
$2.00

Educators for Social Responsibility.
(curriculum guides, AV materials)
23 Garden Street
Cambridge, MA 02138

American Forum: Education in a Global Age
(K-12 curriculum materials for teaching international issues with a global perspective)
45 John Street, Suite 1200
New York, NY 10038
Write for publications catalog

Great Decisions
Foreign Policy Association
729 Seventh Avenue
New York, NY 10019
$8.00 each plus $1.50 for postage and handling.

Peace Links Packet
747 8th Street, SE
Washington, DC 20003
$1.00

Audiovisual Materials

Casualties of Conflict. Two-part documentary about major refugee situations in Central America—Guatemalans in Mexico, Salvadoran and Miskito Indians in Honduras. 16mm film, 28 minutes. Ask for English version. Promotion and Distribution Unit, UN, RM. S-0845, NY, NY 10017.

Christic Institute. *The Shadow Government.* The Christic Institute's lawsuit against the "secret team" behind the Iran/Contra scandal. 1/2 inch VHS videocassette, 1 hour, $6.00. 1324 N. Capital Street, NE, Washington, DC 20002. (202)797-9106.

Common Ground Radio Series on World Affairs. Series on NATO, U.S.-Soviet relations, conflict resolution, UN run weekly on local public radio stations. For schedule and stations contact The Stanley Foundation, 420 East Third St., Muscatine, Iowa 52761 (319)264-1500. Also available on cassette for $6/single program.

Crisis Control Kit. Available from the League of Women Voters of Massachusetts, 8 Winter Street, Boston, MA 02108, $20. Includes: 1) *Beyond the Hotline* by William Ury; 2) "Preventing the Final Mistake" video; 3) Leader's Guide; 4) Executive Summary of "Beyond the Hotline: Controlling a Nuclear Crisis," report to the Arms Control and Disarmament Agency; 5) "Preventing Accidental War: A Citizen's Guide," published by Harvard University.

Educational Film and Video Project. 1529 Josephine St., Berkeley, CA 94703 (415) 849-1649. Markets a variety of films/videos, including:

- *Women—For America, for the World*, the 1987 Oscar-winning film featuring women with the vision to redefine the meaning of security.
- *The Last Epidemic*, describing the devastation of nuclear war on civilian population and the environment.
- *What About the Russians?* featuring experts such as Robert McNamara and George Kennan answering questions about U.S.-Soviet arms competition.
- *Star Wars: A Search for Security*, a critical look at the Strategic Defense Initiative.
- *A Step Away from War*, a Center for Defense Information production narrated by Paul Newman which argues for a Comprehensive Test Ban.

A Guide to Films About the Soviet Union. Committee for National Security, 1601 Connecticut Avenue, NW, Suite 301, Washington, DC 20009, $5.00 plus 15% postage and handling.

A Defense that Defends. High Frontier, 1010 Vermont Avenue, NW, Suite 1000, Washington, DC 20005, (202)737-1979, $25.00.

Inter-American Foundation video productions. Available from Kelly Productions, 8025 Old Dominion Drive, McLean, VA 22102. Three Third World films: *The Women's Constructive Collective of Jamaica.* An upbeat story about the selection and training of ten Jamaican women who now own their own construction/carpentry business. *A Cooperative Without Borders: The First Step.* The story of a Mexican migrant worker's struggle for survival and the new hope for the future. *Currently in Progress . . .* A peasant community in the Andes of Peru repopulates its community with Alpacas.

Fugitives in Africa. Plight of Ethiopians and Ugandan refugees in Sudan. 16mm film, 34 minutes. Obtain from Promotion and Distribution Unit, UN RM. S-0845, New York, NY.

Quest for Peace Broadcast Series. Set of nine interviews with leaders of the peace movement, activists, professors and others. Available at no cost from Quest For Peace, University of California, Irvine, CA 92717.

The Debt Game. simulation game on the links among hunger at home and abroad, political stability and economics. Includes: Leader's Guide, background article, sample charts, suggestion resources, $35. Obtain from American Friends Service Committee, 15 Rutherford Place, New York, NY 10003 (212)598-0972.

The False Frontier. a Union of Concerned Scientists' production that questions whether the Strategic Defense Initiative is a worthy goal of the United States and examines whether a system can be built that would meet the criteria of the Reagan admin-tration. 11 minutes. Videotape available in VHS and Beta for $15.00 and 3/4" for $20.00. Slide show with automated and audible tone tape, $15.00. Available from the Union of Concerned Scientists, Publications Department L, 26 Church Street, Cambridge, MA 02238.

War Without Winners. A 28-minute interview with Soviet and U.S. citizens on their feelings about nuclear war. Produced by Center for Defense Information, narrated by Paul Newman. 1500 Massachussetts Avenue, NW, Washington, DC 20005, $25.00.

Workshops on Negotiations. A lively presentation on the art of negotiations (both close to home and internationally). The Workshop is designed for members of arms control, educational, civic, and church groups to present to audiences in their own communities. The Workshop Leader's Kit costs $65.00 and contains *reusable* materials:

- Leader's Guide—step-by-step instructions and background material
- 30-minute VHS videotape (Beta available at added cost)
- 8 poster-size, wipe-off, pre-printed charts in a storage tube

Getting to Yes: Negotiating Agreements Without Giving In. by Roger Fisher and William Ury of the Harvard Negotiation Project. Available from Negotiation, Committee for National Security, 1601 Connecticut Avenue, NW, Suite 301, Washington, DC 20009.

Visual Aids

Dot Chart. 17x22" poster using dot-filled grids to illustrate current levels of nuclear firepower compared to levels of WWII. Cost: $1. Norwich Peace Center, Box 710, Norwich, VT 05055 (802)649-1000.

Force Level Calculator. A sliding card within a stationary holder used to compare at a glance U.S. and Soviet military capabilities on one side and, on the other, NATO/Warsaw Pact/Chinese capabilities. Center for Defense Information, 1500 Massachusetts Ave., NW, Washington, DC 20005, $5.00.

Peace Resource Project. Free catalog of buttons, posters, T-shirts, signs and audiocassettes. Box 1122, Arcata, CA 95521 (707)822-4229.

Setting Up Exchange Programs

United States Information Agency. *Directory of Resources for International Cultural and Educational Exchanges*, January, 1987. Free from the USIA office.
United States Information Agency
301 4th Street, SW
Washington, DC 20547
(202)485-2355

AFS International/Intercultural Programs
313 East 43rd Street
New York, NY 10017
(212)949-4242

Center For Global Education
(Central American tours)
Augsburg College
731 21st Avenue South
Minneapolis, MN 55454
(612)330-1159

Citizen Exchange Council
13 East 41st Street
New York, NY 10017
(212)889-7960

Organization for American-Soviet Exchanges (OASES)
151 Coolidge Ave., Suite 609
Watertown, MA 02172
(617)924-0713

Partners of the Americas
1424 K Street, NW
Suite 700
Washington, DC 20005
(202)628-3300

People-To-People International
2440 Pershing Road, Suite 300
Kansas City, MO 64108
(816)421-6343

Sister Cities International
Town Affiliation Association of the United States, Inc.
1625 Eye Street, NW
Suites 424-26
Washington, DC 20006
(202)293-5504

U.S.-U.S.S.R. Bridges for Peace
Box 740
Norwich, VT 05055
(802)649-1000

Witness for Peace
1111 Woodland Drive
Durham, NC 27701
(919)286-0248

Notes